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This curriculum guide for an eighth grade civics course in a county in Florida was developed to provide a sequential program geared toward development of a positive self concept, "whole-some attitudes," functional citizenship, and educational enrichment. The guide presents five units--family and community, religion and education, personal economics and the American economy, public opinion and government, and natural and human resources. Each unit follows the same format and includes vocabulary, teaching strategy, suggested activities, teaching aids, definitions, and tests to evaluate the students. (NH)

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PROJECT

GEARING ACADEMICS TO INDIVIDUAL NEEDS

GRADE EIGHT

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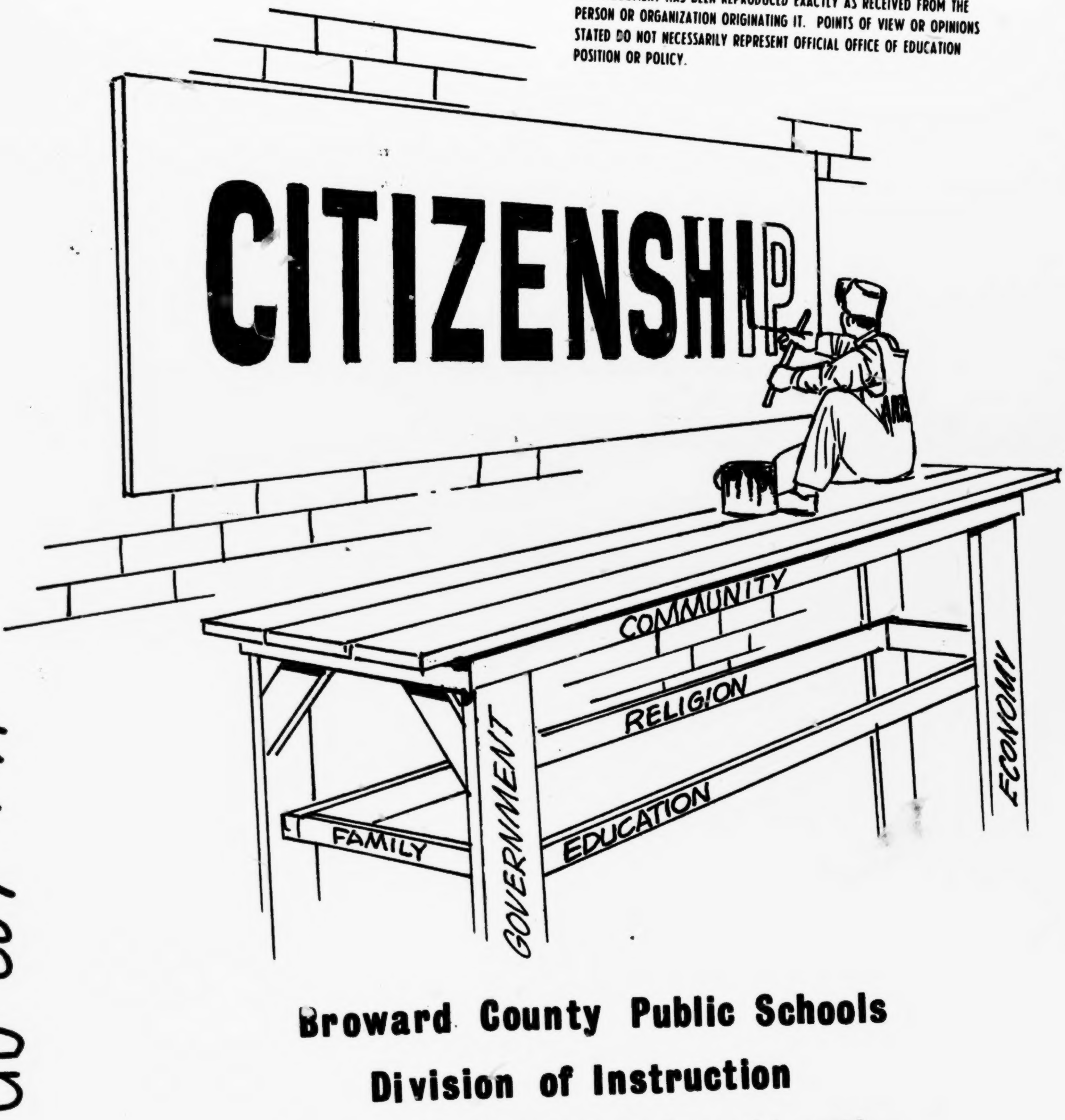
CITIZENSHIP
COMMUNITY
RELIGION
EDUCATION
FAMILY
GOVERNMENT
ECONOMY

Broward County Public Schools
Division of Instruction
Department of Secondary Education

UD 007 791

FOREWORD

The rapid changes in today's world demand that there be changes made in the experiences which schools provide for students, experience designed to enrich the teaching-learning climate so that students may be prepared to establish and attain the optimum goals of quality citizenship.

The curriculum experiences provided in Project GAIN seek to provide a sequentially developed program centered around the development of a positive self-concept, wholesome attitudes, functional citizenship and educational enrichment. The activities suggested in this guide are designed to aid the teacher -- within the scope of existing text content -- in providing a program where students may have continuous measures of success and see themselves as unique individuals with strengths and limitations, while working toward positive personal goals. Hopefully, they will prepare for a future in which they can participate without frustrations.

Myron L. Ashmore
Superintendent

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HOW THE GUIDE IS ORGANIZED

Each of the units incorporated in this guide is designed to follow the County 8th-Grade Civics Guide as closely as possible in regard to content. References to textbooks are used in an effort to help the teacher and give the students a feeling of accomplishment. Many supplementary materials are listed and should be used whenever possible. The language arts activities are essential to the success of the program. Working closely with English and social studies teachers is highly recommended. They will have materials available that will be of great value. Civics teachers will have acetates corresponding to each unit.

Each unit follows the same format. The guide has been designed to facilitate the planning for each teacher. It is in no way complete. No teacher will be able to execute every activity and it will be the responsibility of each teacher to select the activities that will best meet the needs of the students.

(a) Terms to understand--
Vocabulary words essential to understanding the content of each unit are included. They are simple enough for the students to comprehend and are few in number. Definitions for the terms will be given at the end of each unit. The individual teacher may want to add supplementary words.

(b) Teaching strategy--
This section is devoted to the actual concepts that should be taught. The concepts are simplified versions of the eighth-grade civics guide prepared by Broward County teachers. Many revisions in wording and many deletions were made in an effort to produce workable material for the Project GAIN students.

(c) Suggested activities--
These activities are designed to provide many types of experiences for the students in various areas of the curriculum. They stress language arts and social studies skills. The students themselves will determine how practical the activities will be. It will be the responsibility of the teacher to add activities as they are needed.

(d) Aids--
This section includes correlated textbook material, films, filmstrips, magazines, brochures, and many types of material. Most of this material will be available in the schools. If not, it will be available at the County Office or the source will be given in the guide. As teachers work with the guide they will discover many additional aids.

(e) Definition of terms--
These are simple definitions of the vocabulary words listed in the unit. The teacher will want to add to this definition according to the complexity of the material as it is taught.

(f) Free and inexpensive materials--
At the end of each unit is a list of materials that might be ordered for use in the classroom. Most of the entries are films. Brief annotations are given about each item.

(g) Evaluation--
Short student evaluations will be included at the end of each unit. The teacher may use this as it is presented, or select some parts and add others according to his/her personal ideas. It must be remembered that we are always concerned with the changing attitudes of the students. If a student exemplifies the good qualities that are taught, the unit has been successful.

GOALS

I. To develop:

  A. A positive attitude toward self, school and school work.
  B. A recognition of individual differences and an appreciation of these differences.
  C. Interest in the major fields of human endeavor.
  D. Respect for self and others.
  E. Personal responsibility.
  F. Functional citizenship through student activity and learning.
  G. An awareness and understanding of social processes and the institutions through school and community activity on the part of the child.
  H. A knowledge of persons, places, events, and ideas to which allusion is commonly made in newspapers, literature, radio, television, and conversation.
  I. The skills, knowledge, and attitudes necessary for efficiency as a member of society.
  J. An understanding and appreciation of the long struggle for human freedom and why constant vigilance is required to maintain this freedom.
  K. Self-discipline.
  L. Understandings and qualities of character within the students of social-mindedness, open-mindedness, tolerance, adaptability, loyalty to ideals, unselfishness, co-operativeness, respect for the rights of others, and respect for legally constituted authority.
  M. Worthy use of leisure time.
  N. Ability to meet and solve problems of life.
  O. A recognition of personal capabilities and limitations.
  P. Communicative skills.
  Q. Experiences participating in and perpetuating the democratic processes.

II. To encourage:

  A. The best use of and respect for school materials, equipment and property.
  B. The development of moral and spiritual values in the individual student.
  C. Socially desirable activities designed to meet the need for social development.
  D. Individual participation in class and school activities.
  E. The development of skills, abilities and interest of the individual to his maximum potential.

PHILOSOPHY AND OBJECTIVES

We believe it to be the purpose of the secondary schools to offer every student the opportunity to obtain the kind of education that is most appropriate for him. This means we recognize the responsibility on the part of school personnel to evaluate each student's educational aims in the light of his potential to achieve them, and the obligation to provide him proper guidance. It implies a commitment on the part of professional educators to design a curriculum of systematic experiences which will help each individual become all that he can become in ways personally enriching for him and socially beneficial for all.

We further believe that because of their limited rate and level of development, children who seem to perform within the lowest quartile, intellectually, should be provided with the opportunity to participate in a teaching-learning situation especially geared toward meeting their individual needs.

Finally, we believe that children within this group may achieve at a higher rate or level of competency through PROJECT GAIN -- a program directed toward the following objectives:

OBJECTIVES

1. To provide the type of experiences which will enhance the development of student's self-concept.
2. To provide experience which will aid the development of desirable attitudes toward self, parents, school, and community.
3. To stimulate within students higher levels of aspiration.
4. To guide students in the establishment of personal, educational and vocational goals.
5. To provide experiences which will develop the skills of communication.
6. To provide opportunities for social and cultural enrichment.
7. To stimulate students toward attaining the highest standards in health and physical fitness.
8. To enlist parent and community co-operation.
9. To develop in students a sense of personal responsibility and involvement.
10. To exercise continuous efforts efforts toward improving the school faculty and staff perception of students with learning difficulties.
11. To provide experiences which will enable students to attain economic adequacy.

Taken from PROJECT GAIN WORKSHOP
Broward County Schools
Department of Secondary
Education

BEHAVIOR AND ATTITUDE EVALUATION

The following questionnaire is designed to evaluate the behavior and attitude of the student at a given time. We feel that improving these intangible qualities is one of the most important phases of this program. It is also one of the most difficult to accomplish and especially hard to measure. The evaluations should be made at least twice a year -- as early in the school year as possible and as late as possible. These results must be compared, so that the teacher can become cognizant of the student's progress. More frequent evaluations could be used to determine where more individual guidance is necessary.

If the program has been successful, the child will have improved to some extent. For improvement to take place, the child must become aware of himself and his responsibilities as a part of the society in which he lives.

BEHAVIOR AND ATTITUDE EVALUATION

DATE ______________________

STUDENT ______________________

TEACHER ______________________

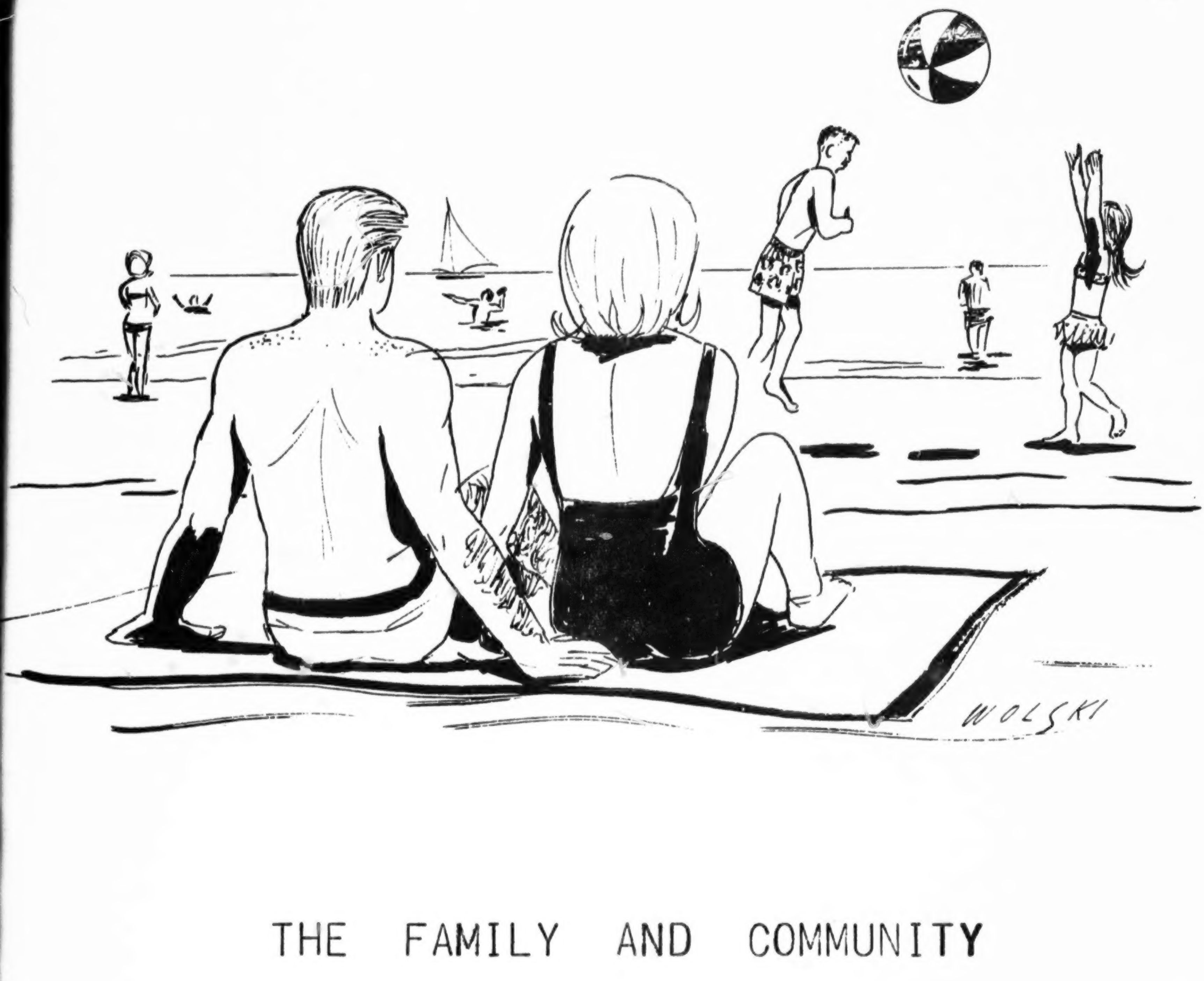
		Almost Always	Sometimes	Occasionally	Seldom	Never
1.	Does he show evidence of having regard for persons as individuals?					
2.	Does he show recognition of the need for wise leadership in any project undertaken for the good of the group?					
3.	Does he recognize the idea that each person differs from others in some way?					
4.	Does he demonstrate his acceptance of these differences?					
5.	Does he indicate an awareness of understanding why differences exist between people?					
6.	Does he respect the needs of other people?					
7.	Can he accept the fact that his abilities are not the same as those of his friends?					
8.	Does he recognize the value of his abilities?					
9.	Does he use his abilities wisely?					

		Almost Always	Sometimes	Occasionally	Seldom	Never
10.	Does he recognize the fact that each person (including himself) has a contribution to make to society, even if it may be small or seemingly insignificant?					
11.	Does he allow these contributions to be made?					
12.	Does he realize that it takes many small contributions of good citizens to make a strong community and nation?					
13.	Can he accept constructive criticism advantageously and graciously?					
14.	Does he understand that each person has a responsibility to think for himself?					
15.	Does he accept the responsibility of caring for and protecting his personal property?					
16.	Is he fair to others, in thought and action?					
17.	Does he assume his behavioral responsibilities as a citizen in group situations?					
18.	Has he maintained consistently good behavior?					
19.	Does he adapt good behavior patterns to various situations?					
20.	Is he trustworthy in his school work?					
21.	Is he trustworthy in his personal relations?					

		Almost Always	Sometimes	Occasionally	Seldom	Never
22.	Does he strive for self-improvement?					
23.	Does he recognize the need for accuracy?					
24.	Does he recognize and demonstrate an appreciation for individual freedoms?					
25.	Does he understand the meaning of freedom?					
26.	Does he understand the right of individuals to own property (both public and private)?					
27.	Does he appreciate the right of people to own property (both public and private) without danger of its being damaged or stolen?					
28.	Does he respect the right of people not to be disturbed?					
29.	Does he respect the right of individuals to privacy?					
30.	Does he respect the beliefs of others if they differ from his own (religious or otherwise)?					
31.	Does he exhibit a genuine quality of Honesty?					
32.	Does he know what is morally right?					
33.	Can he accept himself as he really is?					

		Almost Always	Sometimes	Occasionally	Seldom	Never
34.	Is he aware that each person should feel responsible for the consequences of his personal conduct?					
35.	Does he realize that it is necessary to be a friend in order to have friends and get along with people?					
36.	Does he understand the importance of love and friendship for a meaningful life?					
37.	Does he appreciate his family relationships?					
38.	Has the student made an effort to improve his/her personal appearance?					
39.	Does the student exhibit wise food selection and good manners in the cafeteria? (When opportunity for observing students is presented)					

UNIT ONE



THE FAMILY AND COMMUNITY

UNIT ONE

"The Family and Community"

Unit One is organized in a two-part plan. Part One deals with the various aspects of the family and is designed to enlarge and strengthen the seventh-grade unit dealing with the family. Major divisions have been made to present specific areas of study that will enable the student to understand his/her role within a family and the role of the family in his/her life and in society.

Part Two of the unit deals with the community. Major divisions are made to show the student the many areas which are needed for a group to function as a community and how these areas rely and are relied upon by the individuals.

To facilitate the learning process short-range goals and objectives have been designed. The unit is centered around activities that have been constructed to use many types of materials and provide learning experiences for the individual.

UNIT ONE

"THE FAMILY AND COMMUNITY"

MAJOR TOPIC: The Family

BASIC OBJECTIVE: To further the understandings of the family functions that were studied in seventh grade and extend the knowledge of family responsibilities

TERMS TO UNDERSTAND (CONCEPTS)	TEACHING STRATEGY (POINTS OF EMPHASIS)
democratic social group social institutions social needs	1. The family is the most well known social institution.
	2. A family lives in one home or dwelling place.
	3. The family is responsible for continuing the human race.
	4. There are many types of family patterns, but all families have some similarities.
proverbs	5. Proverbs give us insights into way of handling family problems.
humor	6. Humor is a part of family life.

SUGGESTED ACTIVITIES	AIDS
Have the students draw pictures of their homes. Cut out pictures of people to represent each member of the family and label.	Smith, Harriet F. and Bruntz, George G. *Your Life As A Citizen*. Boston: Ginn and Co., 1963. pp. 31-38 (This is one of the regular textbooks and will be referred to by the title only in the future.)
Discuss the ways in which we honor the family or individual members of the family.	
Cut out pictures from magazines to make posters of the family engaged in various activities, such as "The Family at Play," "The Family at Work."	Diamond, Stanley E. and Pflienger, Elmer F. *Civics for Citizens*. Philadelphia: J. B. Lippincott Co., 1965. pp 39-54. (This is one of the regular textbooks and will be referred to by title only in the future.)
Give the students proverbs related to family life, let them illustrate the ideas suggested and write dialogs or poems using the proverbs: a. As the twig is bent so is the tree inclined. b. Train a child in the way... depart from it. c. Spare the rod...	Refer to Seventh Grade Project GAIN Guide and supplement for many other activities, aids, and review ideas.
Have the students read "Get Up and Bar the Door." The learning activities suggested in the book can provide follow-up activities. Also, students can write a composition on "Parents Can Be Funny Folks."	*Adventures Ahead*

SUGGESTED ACTIVITIES	AIDS
Read the introduction to Unit Six on Page 311. Have the students bring pictures they found in magazines that point up the ideas of safety, comfort, and companionship found in a home. The students are to write captions about each picture.	Best Liked Literature, Book 2
Put two pictures up, one showing a house and the other showing a home. Before discussion on the two structures, ask the students to write a paragraph about a difference they noted between the two structures. After they have finished the writing, have some read to the class. Discussion should lead them to see a "house" and a "home."	Pictures of a vacant house (may be for sale) and one with a family around it.
Read to the class "The Family" on Page 312, of Best Liked Literature, Book 2. Ask the students to compare their family life with that described by Billopp. Do the things he speaks of actually happen in a real home such as theirs? Students may be assigned a short humorous paper as a comparison.	
Read the poem "House and Home", Page 373 in Best Liked Literature, Book 2. Ask students to compare Nixon Waterman's ideas on the differences with theirs.	
Write a paragraph with numbered blanks replacing certain words used in terms section of the guide. Below, write the numbers with suggested words for each. Students are to pick the word that best fits. This activity should be used throughout the year.	

MAJOR TOPIC: Functions of the Modern Family

BASIC OBJECTIVE: To understand how each member of the family contributes to the overall well-being of the family

TERMS TO UNDERSTAND

authority
emotional
leisure
security
human needs

TEACHING STRATEGY

1. The family fulfills our basic human needs.
    a. The need for clothing
    b. The need for shelter
    c. The need for love
    d. The need for education
    e. The need for companionship
    f. The need to feel secure
2. The happiness of a home depends on each of its members.

SUGGESTED ACTIVITIES

Mount pictures for display in the classroom, showing different activities in the home life which the family enjoys together.

Have students list ways in which their own family has has helped them to be happier. Discuss with other members of the class.

Make a list of the duties of your mother. Make a list of the duties of your father. Suggest the duties which others in the family may share.

Make a poster, "What My Family Means to Me," "Families Look After One Another," or "Why I Need My Family."

Have students discuss how the slogans--"A family that prays together stays together" and "A family that plays together stays together", apply or can apply to their home life.

How does your family spend its leisure time together? Make a chart of activities that you think the family will enjoy.

AIDS

Your Life As A Citizen, pp. 36-38

Civics for Americans, pp. 154-156

Civics for Citizens, pp. 50-54

Film:

F173 "Appreciating Our Parents," 10 mins. B.W. Coronet

See activities on Page 9 of the seventh-grade Project GAIN guide.

MAJOR TOPIC: Characteristics of the Modern American Family

BASIC OBJECTIVE: To understand more clearly the characteristics of the American family and the role of each member of the family

TERMS TO UNDERSTAND	TEACHING STRATEGY
household	1. The smallest family unit is made up of the father, mother and children. Relatives make up a larger family group.
"head of the family"	2. In most households, the father is thought of as the person responsible for the family.
homemaker	3. The mother makes the home comfortable for the family.
	4. Often it is necessary for the mother to work. It is very difficult for a woman to be both a homemaker and worker.
arranged marriages	5. In America, marriage is based on love. In some countries the parents arrange the marriages.
	6. It is unlawful to have more than one husband or wife in America.
	7. Children have responsibilities to the family and the parents have responsibilities to the children.

SUGGESTED ACTIVITIES	AIDS
Discuss current television programs centered around a family situation, such as "Family Affair," "My Three Sons," "Andy Griffith," or Bonanza." Include in the discussion some of the roles of various family members, how the family differs or is similar to yours, etc.	Your Life As A Citizen, pp. 48-51 Clark, Nadine, Gruenwald, W. L., Edmonson, James B., and Dondineau, Arthur. Civics for Americans. New York: The Macmillan Co., 1965, pp. 147-153.
On the board, write "Father," "Mother," "Children." Under each one list as many responsibilities as possible. Use these to discuss roles of various family members and the importance of each to the success of the family.	F-173 "Appreciating Our Parents" B. W. 10 min. Coronet
Have students plan a bulletin board with pictures from periodicals on the theme of "Home Life in America." The pictures could be taken with a camera of actual scenes of home life. Students should write necessary captions to bring out how the pictures show ideals of home life.	
Students are to write a letter to a friend in which they tell of the part a family member plays. In Warriner's students will find examples and rules for letter writing.	Warriner's English Grammar and Composition, Grade 8, pp. 456-458.
The school F.H.A. chapter should be asked to send a panel into the classroom to speak about the role of a homemaker. They should speak about the various aspects of the home for which the homemaker is responsible and the characteristics of a modern home.	F.H.A. Chapter
Read "Mr. Chairman" pp. 34-38. After reading have the students plan a family council for a make-believe family. Have the family present a skit in which a realistic problem is brought up and solved.	Adventures for Readers, Book 2
Have election of class officers (12 week term) and the organization of class code. Code and officers' names and titles should be printed and displayed in the room. Ballots might also be printed for the election.	Printing Press

TERMS TO UNDERSTAND

device

labor

TEACHING STRATEGY

3. Parents have problems too.

4. Labor-saving devices can relieve families of some work.

5. Families change as times change.

SUGGESTED ACTIVITIES	AIDS
Read aloud, as the students follow in their texts, "Bell." Use the questions at the end of the story for discussion. Also gear the discussion toward an investigation of "Wealth versus Love."	*Adventures for You*
From the list of responsibilities of the mother, have the students design modern devices that could relieve their mothers of some chores.	
If possible, tape interviews with Mrs. Davenport and Mrs. Stranahan on family life in Broward during its settlement. Have students compare the past with the present.	

MAJOR TOPIC: Family Patterns of Other People

BASIC OBJECTIVE: To gain a better understanding of our family pattern by comparing it with family patterns in other countries

TERMS TO UNDERSTAND (CONCEPTS)	TEACHING STRATEGY
culture dictatorship economic	1. The European family system differs from the American pattern. a. In Europe families were united mainly for social and economic reasons. b. The father has the dominant role. c. The mother's place is in the home. d. Girls prepare mainly for marriage and homemaking. 2. Families in other cultures such as the Chinese have systems based on large families. 3. Families in America are smaller today.

SUGGESTED ACTIVITIES	AIDS
Review information studied on family life in other countries in the seventh grade guide. Have students list ways in which their way of living differs from a European boy or girl.	Your Life As A Citizen., pp. 28-31 Chamber of Commerce Civics for Citizens, pp. 40-42
Look up information on the Chinese family pattern and give an oral or written report.	Films as listed in the supplement to the seventh grade guide on families in other countries.
Invite some person of Chinese background in to talk about Chinese families. Persons of other countries may be invited in also. Call your Chamber of Commerce for information on such resource people available in the area.	Mrs. Henrietta Smith at the County Resource Center gives interesting talks on Chinese life using many interesting slides and stories.
Draw a poster showing how a family in America differs from a family in another country.	Refer to activities and aids on pp. 20-33 in the Seventh Grade Project GAIN Guide.
Cut out pictures from discarded magazines to illustrate family patterns in some other country. In a notebook paste the pictures in a manner to contrast them with our own pattern.	
Make a poster using pictures or drawings to illustrate the organization of your own family. Show how families in a town can differ by comparing yours to another family.	
Student-made notebooks in which they contrast the family pattern in America with that of another culture is suggested. Students might use pictures from magazines for their own art work. They should list the differences they have seen beneath the illustrations.	Library
Read the poem "Pilgrims and Puritans" pp. 148-150. Follow the text discussion guide on pp. 150-151 to check comprehension. Ask students to contrast Puritan life as seen in this poem with present-day life. How are we the same in some ways according to the poem?	Adventures Ahead

TERMS TO UNDERSTAND

similarities

TEACHING STRATEGY

4. There are some similarities between the families here and abroad.

SUGGESTED ACTIVITIES

Read "A Mother in Mansville" to a group of students. Have another group read "Ha'penny." Let each group present a 5 minute long play of the two stories for a group discussion concerning the similarity between the problems of American and South African characters.

AIDS

Adventures in Aprreciation

A Family is a Way of Feeling

MAJOR TOPIC: Problems of Modern American Families

BASIC OBJECTIVE: To understand what these problems are and discover how they can be solved

TERMS TO UNDERSTAND

adolescence
divorce
income
jealousy
morality
prejudice
rivalry
sibling

TEACHING STRATEGY

1. Families are faced with many problems, but one of the most important is about money.
    a. Prices continue to rise.
    b. Both parents often must work.
    c. Home furnishings are very expensive.
    d. Children require many expensive things.

2. Some family problems include:
    a. Parents who are too tired after working all day.
    b. Incomplete families because of divorce, type of occupation (traveling salesman), illness, or death.
    c. Trying to compete with the neighbors.
    d. The problem of money.
    e. Allowance for children.
    f. Keeping up with the Jones'
    g. Rising prices and jobs that are available.

SUGGESTED ACTIVITIES	AIDS
Make a list of pieces of furniture or electrical appliances in the home. Let students estimate the cost. Then list the actual price. If possible, try to show how many hours a person must work in order to pay for one item.	Your Life As A Citizen, pp. 48-51 Civics for Citizens, pp. 44-50 Civics for Americans, pp. 154-156
Have various students act out situations involving each of the problems listed under the strategy.	Films: F-136.7 "You're Growing Up," 10 min. Bailey
Discuss each of these problems and let the students decide why they are problems.	F-136.7 "Control Your Emotions" B.W. 13 min. Coronet
Make a list of problems some of the class members have at home. From a class discussion, decide how and by whom they should be resolved. There should not be embarrassing personal problems.	F-137 "Improve Your Personality" B. W. 10 min. Coronet F-173 "Friendship Begins at Home" B.W. 16 min. Coronet
Students are to set up a budget to fit a monthly salary. The household expenses plus other expenses are to be listed. Use of the Turner-Livingston "The Money You Spend" will direct the students through this activity.	F-173 "Getting Along With Parents," B.W. 15 min. EBF F-391.427 "Who Should Decide," B.W. 11 min. Coronet
Organize a panel discussion on the topic of allowance. Students should be encouraged to honestly and fairly deal with the topic.	"The Money You Spend" Turner-Livingston
After the students have dealt with the problem of allowance to their satisfaction have them take up the question of competing with the neighbors ("Keeping up with the Jones'").	
Read "A Boy's Jobs" pp. 256-64. After reading the account have students compare the jobs and pay then with jobs they know about now. They could make charts showing the increases over the years. Ask students to list some of the reasons they think have caused this rise.	Adventures for Readers, Book 2 Almanac

MAJOR TOPIC: Stresses in Modern American Society

BASIC OBJECTIVE: Understanding more clearly the problems of a family caused by changes in modern America and how to help solve these problems

TERMS TO UNDERSTAND (CONCEPTS)

machines

mobility

nuclear

technology

urban

vocation

population explosion

TEACHING STRATEGY (POINTS OF EMPHASIS)

1. Americans today live in a world that faces many changes brought about by (1) machines, (2) missiles, (3) threat of nuclear war, (4) space explorations, (5) population explosion (6) moving into urban areas.

2. New jobs and skills cause the family to move constantly.

3. Living in suburban areas has caused some break in family ties.

4. More women are working outside the home to supplement the family income.

SUGGESTED ACTIVITIES

Have students list their places of birth. If they have moved, have them list reasons for the move. From the reasons given, construct a chart on "Why Families Move."

Have students react to the question, "What happens in the home while Mother is at work?" List advantages and disadvantages of your mother working outside the home.

Broward County is one of the fastest growing counties in Florida. On a map of Broward County, show where the people are concentrated, where they are moving. How does the population exposion in Broward County affect you?

Invite several parents in to discuss problems that have arisen in their family life because of the results of changing technology.

Invite the dean of boys or girls in to discuss a problem of some student that can be traced to parental neglect. Have students suggest solutions to the problems.

To understand more clearly family problems that arise because the family moves, the mother works, the family lives in the surburbs, etc., have students collect pictures or draw cartoons to illustrate a problem thay have had or are having. Make a bulletin board display of these problems.

Talk about how and why your family life has changed. Bring into the discussion some of the labor saving devices that have caused many changes.

For students who have access to newspapers in the home, have them read "Ann Landers," "Dear Abby" or "Ricker's Personal Tips to the Teens" to see if you can find problems that a teenager has written and report the solution to the class. Have them agree or disagree with the suggested solution to the problem.

AIDS

Map of Broward County

Guidance Department

Civics for Americans, pp. 113, 115, 502

SUGGESTED ACTIVITIES	AIDS
Using a current source (newspaper, magazine) have students present brief talks on some of the stresses they have found. Ask the students if they can see how these stresses may effect or are effecting their lives.	Newspaper Magazine
What is meant by the term mobility? On pages 98-107 in Adventures Ahead you will find examples of mobility. Today we do not move for the reason Ichabod left the area but we do move for many reasons. Students might list some of the reasons. Out of town newspapers might help students see the advantages of another area.	Adventures Ahead Newspapers

MAJOR TOPIC: Youth in American Society

BASIC OBJECTIVE: To understand some of the major problems, rights, and responsibilities of teenagers today.

TERMS TO UNDERSTAND

fads

juvenile delinquency

pressures

teenager

TEACHING STRATEGY

1. Juvenile delinquency is a major problem in America. It is increasing at a faster rate than the population.

2. Teenage marriages are on the increase. The average age for girls is under 20 and is in the early 20's for boys.

3. The automobile is a major influence on the American youth. It influences school, dating, recreation, and work.

4. There are many pressures on American youth at home and at school. Some of these are about grades, going to college and social groups.

5. Fads appear on the market every day. The public likes the appeal of "youth." Young people want to keep up with the changing fads and this requires money.

SUGGESTED ACTIVITIES

Have the students give their definition of juvenile delinquency. The answers could be written on the board and should provoke some interesting discussion. Follow this with the question, "What causes juvenile delinquency?"

Have the students look in newspapers and magazines for articles on juvenile delinquency. There should be many articles. Use these to illustrate the great concern about this problem.

Invite a juvenile court judge to speak to the class or in an assembly. Have him give some reasons for delinquency, define it, and explain what happens when a teenager gets a record.

If the students can express themselves well enough, plan panel discussions on various topics that are current teenage problems. Some of these might include:

(1) Is teenage drinking a problem and what can be done about it?
(2) Should smoking be discouraged, and if so, by whom?
(3) Why are fads so important and should they be allowed at school?
(4) When should teenagers be allowed to drive?
(5) Why do so many teenagers have little or no respect for the law? What can be done to improve this situation?

AIDS

Civics for Citizens, pp. 232-233

Your Life As A Citizen, pp. 39, 175

Magazines and newspapers

Hanna, John Paul. Teenagers and the Law. Boston: Ginn and Co. 1967. (This is an excellent teacher reference because it can answer many questions the students might have about laws and illegal acts.)

Civics for Americans, pp. 89-90, 91-92, 111.

F-157 "Act Your Age", B.W. 13½ min. Coronet.

F-395 "Are Manners Important", B.W. 11 min. EBF.

F-790 "Better Use of Leisure Time", B.W. 10 min. Coronet

Try to collect material on various topics that can be used by the students for their own research.
Some possible sources include:
Scope Magazine
Junior Scholastic Magazine
Newspapers
(Ask your social studies teachers and school librarian for assistance.)

The Public Health Department frequently has material available on the physical problems.

Order from:
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

"Your Teenage Children and Smoking" 15¢
"Smoking, Health, and You" 15¢
"You Can Quit Smoking" 15¢
"Why Nick the Cigarette is Nobody's Friend" 10¢
"A Light on the Subject of Smoking" 15¢

(Complete Kit - 65¢)

SUGGESTED ACTIVITIES	AIDS
After students have defined the term juvenile delinquency, ask the guidance person to give a short talk on the problem. Students should be prepared to ask questions about the problem and its solution.	Guidance Department
A speaker could be invited from the juvenile detention home to describe the place and what goes on there; why children are placed there.	
The Turner-Livingston workbook "The Friends You Make" would prove a valuable resource in this unit.	"Friends You Make" - T. L.
Have students make hand puppets and create orginal plays on the theme of a juvenile problem.	Art Teacher

TERMS TO UNDERSTAND

physical

hygiene

mature

immature

TEACHING STRATEGY

6. Children must accept some responsibilities in order to maintain good health.

7. Fads are not new.

SUGGESTED ACTIVITIES	AIDS
Have the students prepare a panel discussion concerning juvenile delinquency, teenage marriage, and smoking. Invite a doctor in to listen to the panel and add his own comments.	*Scope* (Issues from previous years can provide information on the various subjects.)
Invite one of the more experienced faculty members in to talk about "Life for Teenagers in the Olden Days." Parallels drawn of hair styles, dances, dress, and other fads could prove interesting. Also have the person talk of when he began to mature and "put away childish things."	
Have the students write compositions on "Now That I am Becoming a Man/Woman."	

MAJOR TOPIC: Government and the Family

BASIC OBJECTIVES: Understanding how the federal, state and local governments help families today through economic assistance in many ways

TERMS TO UNDERSTAND (CONCEPTS)

case workers

FHA

family welfare organization

public assistance

slum clearance

urban renewal

economic opportunity

TEACHING STRATEGY

1. Socail Welfare laws help families who cannot meet the basic needs of their children.
    a. Social Security to prevent unemployment, poverty and dependency.
    b. Medicare to assist senior citizens in health costs.
    c. Anti-poverty programs to help provide youth with opportunities to learn and earn at the same time.
    d. Federal assistance to local schools to help minimize problems of the underprivileged children.

2. All levels of government cooperate to improve family life.

3. Broward County Schools profit from local, state, and federal assistance.

SUGGESTED ACTIVITIES

Have a committee investigate and report on some community-betterment projects being conducted in their community.

Using the newspapers, collect news items on various local welfare services. Use in class discussion and/or for a notebook.

If your family or someone you know is receiving welfare benefits, discuss why they are eligible for such benefits and how it aids the family. (Teacher should be careful not to include children on welfare who are reticent in the discussion.)

Using the chalkboard, make a list of public agencies that provide economic assistance to families. (Listing of such organizations may be secured from the Chamber of Commerce.) Have students, in groups, select one and investigate its activities and make a chart with pictures to illustrate services available.

On a map of Broward County, locate public centers, clinics and other public agencies where families may go to secure needed help.

Invite several public officials into the classroom to talk about their work and procedures for securing help if a family needs it. These could include:

School Nurse- public health services available
Social Case Workers- aid for dependent children
Legal Counselor- legal aid services available
County Welfare Agency- welfare services in general
Director or Employer of Economic Opportunity Program- anti-poverty programs supplemented with federal monies.

AIDS

A pamphlet describing all local welfare agencies is available from the County Welfare Department, the Red Cross, or Chamber of Commerce.

Your Life As A Citizen, pp. 39-47, 121,150-151

County Welfare Department

County Health Department

Map of Broward County

The United Fund has a film on agencies and services they perform.

Civics for Citizens, pp. 362-372

"Directory of Welfare, Health, Recreation and Educational Services of Broward County," compiled by the Community Service Council of Broward County, March 1966 (available in the Project GAIN office at the County.)

SUGGESTED ACTIVITIES	AIDS
List those privately-sponsored family-relations bureaus, clinics, youth organizations and recreational clubs which a family in need may secure services. Make a chart of those in your area and services or activities they engage in.	
Plan a bulletin board display on "Community Agencies that Help Us." Use pictures and pamphlets. Also make up a handy chart "Important Information for my Home." Include name of agency, address, phone number.	
Take a field trip through your community to observe slum areas. Discuss how urban renewal can help clear those areas. If you have a camera, take pictures of attractive areas as well as those which need improvement. Mount these and point them out with clever quotations for display.	
Each year various fund campaigns are held by private organizations to help the sick, the poor, and the helpless. List some of these organizations and the projects they sponsor. Call one of these agencies and ask for ideas on volunteer services that you may render as a class or group.	
Using the newspapers available, students should work on written summaries of articles they have found. The teacher may wish to show students how to outline an article before writing the summary.	Warriner's English Grammar and Composition,8, Chapter 22, p. 436 ff.
Organize a field trip to some of the government agencies set up to assist families. Have the students record new words they find in connection with these agencies. A list of the words could be added to the terms in this unit by the teacher.	County Agencies for family assistance
Have students write a fiction story about someone in need and how they received help from an agency.	

SUGGESTED ACTIVITIES	AIDS
Have the students list various areas in the school community which could be improved with economic assistance from the local, state, or national governments.	
Have students check the local newspaper for examples of assistance given Broward schools. Also, Mr. James Gardener, Director of Special Projects for Broward Schools, might be able to visit the classes and assist the students.	Fort Lauderdale News
Have the students read "I Go to School" and spot examples, in the story, of services provided free of charge to citizens.	Adventures Ahead

THE COMMUNITY

MAJOR TOPIC: Definition of a Community

BASIC OBJECTIVE: To understand what a community is and how it developed

TERMS TO UNDERSTAND

commute
community
metropolis
metropolitan area
municipal
rural
suburb
urban
county

TEACHING STRATEGY

1. There are many types of communities. Some have large populations. Some of these are New York, Chicago, and Los Angeles. Florida cities include Miami, Jacksonville, and Tampa.

2. Rural areas include the outlying farming areas with small populations.

3. After the Civil War many people moved to cities to work in factories. This caused many cities to grow rapidly and changed our country from a farming country to a manufacturing country.

4. After World War II more people had automobiles and many people started moving into the suburbs.

5. Geography has had a tremendous influence on the growth of cities. Ft. Lauderdale has become a large city because it has a good location and climate for tourists.

6. A county is made of communities.

7. Local, state, and national governments provide for community development.

SUGGESTED ACTIVITIES	AIDS
Use a large wall map of the United States to locate these cities. See if the students can decide why some of the cities have grown so rapidly. (Port cities, manufacturing, etc.)	Wall map of the United States Florida Handbook, 1966 edition (Teacher use primarily) Your Life As A Citizen, pp. 105-112 (The community profile on p. 113 could easily be adapted to use in your classroom.) Civics for Citizens, pp. 368-374 Civics for Americans, pp. 100, 104, 99-104 F-339.4 "The Living City" B.W. 25 min. EBF
Let the students list the qualities of the place they would like to live. Using a large map, see if you can find places that exemplify this. Mark these places on the map.	
Take a bus ride through Ft. Lauderdale and the surrounding communities. Look for these things: (1) Signs of early development (2) Growth away from the city (suburbs such as Plantation, Wilton Manors, etc.) (3) Signs of growth because of tourists--hotels, motels, restaurants, attractions. (4) Nearby rural areas--Davie	
Ask each student where he/she was born. Let the students decide what type of area it is. Why is it this type. Locate it on the map.	
Read "When I Was a Boy on the Ranch." Have the students contrast life in a city as they know it with the life Frank Dobie describes in the account. Stress the fact that this is a nonfiction article and it is true. After reading students might be assigned to find other nonfiction accounts dealing with life in a city and life in a rural area.	Adventures for Readers, 2, pp.244 ff.
Students are to select a city in which they would like to live. They are assigned to do research on the city for an oral report. Those students who feel they would prefer life in a rural area are also assigned to do research on the area they like for an oral report. Reports should be alternated so as to give the idea of a debate. The reports should include the types of employment, living conditions, recreation, and other elements necessary for judgments. If any students express a change of thinking on an area have them state the reasons for the change.	Library
Plan a field trip on the "Voyager" to see the tourist attractions in Ft. Lauderdale. Have students express their opinions on what they have seen either in writing or speaking.	

MAJOR TOPIC: Community Services

BASIC OBJECTIVE: To understand the services available to the people in a community

TERMS TO UNDERSTAND (CONCEPTS)

communication
recreation
sanitation
transportation
welfare

TEACHING STRATEGY (POINTS OF EMPHASIS)

1. Many services are provided by the city government to its citizens.
    a. Police and fire protection are important services.
    b. Our water is supplied by city government.
    c. Our cities are kept clean by the city through sewer systems and garbage collections.
    d. Many health and welfare problems are solved by services made available by the city.
    e. The city provides various types of educational and recreational facilities.
    f. Communities depend upon good transportation facilities.

SUGGESTED ACTIVITIES

Invite members of community agencies to come to class to speak on how they serve the community: policeman, fireman, recreation director, bus-driver.

Have the students list services available to them and provided by the city. List these on the chalkboard. Follow this with the question, "How have these services made my community a good community in which to live?"

Plan a field trip to some of these community service departments. Have persons in charge describe their work and tell the class about the services it renders.

Plan a bulletin board display on "Community Services." Have students draw pictures or cartoons to illustrate these services.

On a map of Broward County, locate major community service agencies as the fire stations, police headquarters, etc.

Some students live in the county and do not receive many of the services offered those within the city limits. Have students find out how the services of fire and police protection, and other services are obtained.

Make a poster showing how tourists come to Broward County by different transportation methods.

If possible, visit the Ft. Lauderdale-Hollywood International Airport. Observe the volume of traffic coming and going from Broward County.

Discuss recreational areas in your area. Are there enough recreational areas and activities in your community? Students may send their suggestions for additional facilities to the Director of Recreation or invite a park supervisor in to discuss this.

AIDS

Your Life As A Citizen, pp. 105-112

Film:
F339.4 "The Living City"
B.W., 25 min. EBF

Civics for Americans, pp. 106-107

Florida Handbook, 1965 edition

SUGGESTED ACTIVITIES	AIDS
After the students have listed services available to them -- provided by the city, have them write a paragraph about the services offered by each.	
Students may make a directory of the services available to them. The directory should list the name of the agency, address, telephone number, and brief statement of duties. This directory could be printed and bound for home reference. Artistic students may wish to design a cover for their directory.	Telephone directory Printing press
Have students make a chart showing the breakdown of the government services in the city and county. The students should trace these agencies from the highest official down.	
Take a trip through Broward. If possible engage the services of a person who is knowledgeable about Broward's physical lay-out.	

TERMS TO UNDERSTAND

occupation
training
skills

advertisement
trademarks
symbols

TEACHING STRATEGY

2. Students can plan their future if they study the futures of the communities in which they live.

3. The usefulness of a community must be "sold" to industry, tourists, retirees, and others.

SUGGESTED ACTIVITIES	AIDS
Have the guidance counselor come in and help students find areas where there are personnel shortages due to a lack of training on the part of the citizenry. Training requirements, wages, and other items should be considered. Also, the students can look at the possibilities of new industries coming to Broward.	Guidance Counselor Desk Top Career Kit
Take a trip to Sunbeam Electronics.	
Have students design magazine ads selling Broward to indurstry, tourists, retirees, and others. Here, an exercise on the use of symbols (trademarks) can be done.	*The Newspapers You Read*
Have students or parents obtain free maps. On a classroom map, let the students pin flags on the location of agencies in Ft. Lauderdale that can help families.	Free maps from 1st National Bank

MAJOR TOPIC: Voluntary Organizations

BASIC OBJECTIVE: To understand the purpose of and value of some types of volunteer organizations in the community

TERMS TO UNDERSTAND

Chamber of Commerce
Kiwanis Club
Knights of Columbus
League of Women Voters
YMCA - YWCA
United Fund
Red Cross
voluntary organizations

volunteers
survey

voter
registration
league

TEACHING STRATEGY

1. People join voluntary organizations for many reasons:
   (a) protect personal interests
   (b) influence politics
   (c) help others
   (d) religious reasons

2. Some clubs are formed for recreation and service. Some of these are the Kiwanis and Elks Clubs. The members have fun together and also help others. The Elks Club gives money to crippled children's hospitals.

3. Religious groups help their church and the community. The Salvation Army is a good example.

4. Many organizations are formed to promote interest in good government and asking people to vote. The League of Women Voters is an example.

5. Some communities form clubs to help the neighborhood. They encourage neat homes and yards and help each other when problems arise.

6. Some organizations are formed by people who are in the same work. The doctors have the American Medical Association, the lawyers have the Bar Association.

7. Some clubs are formed for people who have similar hobbies or interests, such as a garden club or photography club.

8. All citizens can offer some voluntary services.

9. Junior High students can become involved in politics.

SUGGESTED ACTIVITIES	AIDS
Make a list of the organizations familiar to the students. Let them tell the purpose of the organization. They should know many of these. Ask the students if they have ever noticed a large billboard as they enter a city showing the symbols of clubs and when they meet. Use this to show that many of these clubs are found in most cities.	*Your Life As A Citizen*, pp. 536-546 "Directory of Welfare, Health, Recreation and Educational Services of Broward County, Published by the Community Service Council of Broward County, March 1966. (A copy is available at the County Project GAIN Office.)
Take a newspaper to class and show the students the news articles about clubs. They usually include some mention of the program.	
Ask the Chamber of Commerce for a list of organizations that serve Broward County.	
If possible, take the students on a field trip through the Easter Seal Clinic or C.P. Clinic. Ask the director to explain what they do and the importance of volunteers to the success of the organization.	
Take a letter to the class that you have received asking for a contribution. Explain to the students how this procedure works. Also explain how the clubs, etc. furnish people to address and stamp envelopes, provide transportation, and many other things.	Check to see if one of the clinics has a film available to show to the class. The United Fund has a film that can be shown.
If possible, try to make something for one of the clinics. This could be self-help toys, scrapbooks from old Christmas cards, or many other things.	
Have the students survey the community by way of letters, phone calls, and visits to find out where their services are needed. Let them then decide on a project--writing letters to servicemen in Viet Nam and sending them the Serviceman's Newsletter from the *Miami Herald*, collecting books and magazines for nursery schools, etc.	*English Grammar and Composition*
Let the students organize a voter registration league whereby they write radio and television spots, letters to the editor and design flyers emphasizing voter registration.	

MAJOR TOPIC: Broward County as a Case Study

BASIC OBJECTIVE: To understand the social and economic pattern of Broward County

TERMS TO UNDERSTAND

census
commercial
nationality
residential

TEACHING STRATEGY

1. The population of Broward County has grown rapidly.
   a. 1950 census shows 83,000 people.
   b. 1960 census shows 333,000 people.
   c. Current estimates show over 500,000 people.
   d. Predicted to be second largest county in state by 1970.

2. The population of Broward shows:
   a. many retired people
   b. about 20% Negro
   c. many people from the Midwest and South

3. Land is used in Broward mainly for residential areas.

4. For income, Broward depends upon:
   a. tourism
   b. agriculture (citrus and vegetable)
   c. light industry
   d. government services
   e. construction

SUGGESTED ACTIVITIES

Make a graph showing how Broward County has grown in population since the 1920 census.

Interview some retired citizens in the county. Find out why the person chose to retire in Broward County. Then make a poster showing "Why People Come to Broward County to Retire."

Arrange a field trip to some companies as Chris-Craft, Sunbeam, Bendix, or the Citrus Groves. If this cannot be arranged invite a representative in to talk to the class about their industry and its progress in Broward County.

Construct a pie chart on a poster board using construction paper of various colors. Show how Broward gets its income allowing slices of pie to equal the amount of each source. This need not be mathematically correct, but does introduce the student to a pie chart.

Many interesting things can be learned about the growth of Broward County by visiting the Ft. Lauderdale Museum. You may invite Mrs. Stranahan and Mrs. Davenport into the class to talk about the county's growth.

Collect pictures that will illustrate your county. Make a poster "My County" and use as many pictures as you can find to show what goes on in your county.

AIDS

Florida Handbook, 1965 edition

"Know Your County, Broward," League of Women Voters

"Know Florida Handbook"

Annual reports from local government agencies

Printed materials from the Chamber of Commerce and local business firms

MAJOR TOPIC: Broward Problems

BASIC OBJECTIVE: To understand that Broward County, just like all other communities, has many problems to be solved

TERMS TO UNDERSTAND

slums
public works
industrial development
urban renewal

TEACHING STRATEGY

1. Some of the problems we have in Broward County include:
   a. slum clearance
   b. urban renewal
   c. decline of the downtown area
   d. high cost of land
   e. transportation problems
   f. law enforcement

2. Broward County wants to attract industry but there are problems:
   a. attracting light, clean industry that will not dirty the city
   b. adequate homes for workers
   c. skilled workers
   d. adequate schools for the children of the workers

3. Transportation is a problem in all cities. Public transportation is very limited in Ft. Lauderdale. This makes it necessary to use cars and then your streets are always busy and you have parking problems.

4. Broward Airport, Port Everglades, and the rail facilities are major assets of this area.

5. The south Florida communities have a special problem. They must not depend entirely on tourism because it is dangerous.

6. Broward County is trying to solve the problems by bringing in new industry, attracting retired people with pensions, and year-round facilities.

SUGGESTED ACTIVITIES

Find out how many parents work in some type of industry. Have the students find out how long it has been here, what it makes, where it is located, how many people are employed, etc. Try to contrast these light industries to the heavy industries of some cities and the problems they have, such as smog and dirt.

Talk about transportation problems familiar to the students, such as congested areas and lack of parking facilities. See if they can determine how some of these have been solved, such as stores moving to shopping centers that have large parking lots.

With a show of hands find out how many parents are employed with some phase of the tourist industry. Use this to lead into a discussion of why dependence on tourism is bad (so much unemployment). Discuss the things that determine how, when, and [illegible] the tourism is unstable (transportation strikes, weather, etc.).

Ask one of the city or county officials to talk to the students about the problems in our area, how they are studied, what attempts are being made to solve them, and how they plan for the future.

AIDS

Film:
F-323 "Respect for Property." B.W. 11 min., Coronet

Civics for Americans, p. 108,113-117

City employees

Booklets from the Chamber of Commerce

Check with the city manager's office to have a speaker.

MAJOR TOPIC: Individual Communities

BASIC OBJECTIVE: To understand that the community in which you live has many problems to solve

TERMS TO UNDERSTAND	TEACHING STRATEGY
metropolitan area	1. Fort Lauderdale a. the largest city in the county b. the fastest growing community c. fast becoming a metropolitan area
	2. Hollywood a. fast growing area b. shares jointly the control of Port Everglades and the Airport
	3. Pompano Beach a. has many labor camps b. has the largest winter vegetable market in the state c. growing as a retirement center
	4. Davie, Deerfield, Margate, and Plantation a. Davie has important citrus economy. b. The Nova Complex is changing Davie. c. Deerfield and Plantation are growing rapidly. d. A new city is planned for north of Margate.

SUGGESTED ACTIVITIES

Have a committee study the newspapers for several days. Have them list all the activities they see which have to do with improving their communties. Save the clippings for a bulletin board.

Invite a member of the City Council in to talk about problems of your community. Prepare questions in advance that you would like to ask. Use this as a springboard to discuss community problems. List these on the chalkboard and have students suggest possible solutions.

Select members of your class to interview a law-enforcement official or invite him in to talk to the entire class about law enforcement problems in the area.

Try to find pictures of a scene in your community dating back to 25 years or more. Then take or find a picture of the same location. Mount the contrasting pictures side by side on the bulletin board.

From observations made in your community, make a list of things that you have observed that you consider a problem that the city government should act upon.

View "Action Line," see if you can find any complaints listed which were probably solved by the city officials.

As a culminating activity for all of the study of the community, have students prepare a scrapbook on "Our Community." The class working in committees can work on various parts of the book that they suggest to be included.

Report on efforts made in your community to improve housing conditions.

Secure a list of community problems from other Project GAIN students in all cities of the county. Compare them to see how your community rates with the others problem-wise.

AIDS

Your Life As A Citizen, Chapter 5 (teacher-use)

The Fort Lauderdale Story

Reports from your county agencies

Local newspapers

Annual reports of your individual city available from the Chamber of Commerce

"Know Broward County" published by the League of Women Voters (Civics teachers have copies of these.)

BASIC DEFINITION OF TERMS

Page 2

democratic: where everyone in the family helps make decisions
social group: people living together as a unit
social institution: people working together to promote a social goal such as church and school
social needs: things which people or society should have

Page 6

authority: source from which power to decide or act comes
emotional: related to a person's feelings
leisure: time to be free
security: safety
human needs: basic things a person needs to live such as food and shelter

Page 8

household: an economic unit, as a family
"head of the family": the major "bread winner" or person who makes major decisions for the family
"arranged marriages": parents choose the marriage partner for their children as practiced in some countries
homemaker: person who makes the home a pleasant place to live and is usually the mother

Page 12

culture: ways of life of a nation or people
dictatorship: situation in which one person decides
economic: how a person makes a living

Page 16

adolescence: time of teenage period of growth and development
divorce: legal procedure to end a marriage
income: money earned or obtained
jealousy: feeling of envy toward a person
morality: idea of right as opposed to wrong
prejudice: opinion or judgment arrived at before getting the facts
rivalry: competition
sibling: brother or sister

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machines: devices used to do work normally done by a person
mobility: ability to constantly move about
nuclear: relating to atomic energy
urban: referring to city areas
vocation: occupation or career
population explosion: refers to the rapid increase in people being born

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fads: temporary fashions or attitudes

Page 22 (continued)

juvenile delinquency: act of lawbreaking by young people
pressures: social forces
teenager: junior and senior high school student

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case worker: person who works in welfare agency, public or private, to help families
FHA: Federal Housing Authority, an agency of the federal government to help people buy their own homes
Family Welfare Organization: an agency that seeks to help families who need help
public assistance: government, federal or state, assistance to those in financial need
slum clearance: tearing down and rebuilding old houses and buildings
urban renewal: plan to rebuild sections of cities that have below standard houses such as slum areas
Economic Opportunity Program: a federal program to create economic opportunities to help low income families increase their earning power

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commute: to travel from suburbs to city, as commuters who work in the city
community: area in which people live with similar living patterns
metropolis: extremely large city such as Miami
metropolitan area: group of cities with a large city as a main population area
rural: area outside a city, the country or farming area
suburb: smaller town or city on the limits or edges of a large city
urban: city area
municipality: area such as a town or city which has its own government

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communication: speaking and writing or getting information to people in an area
recreation: area of community concern involving leisure time activity
sanitation: area of community concern involving disposal of waste
transportation: area of community concern involving movement of people and goods
welfare: area of community concern involving family problems such as health and finance

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Chamber of Commerce: organization of local businessmen who strive to improve business conditions in a community
Kiwanis Club: local organization of business and professional people associated with service to the community
Knights of Columbus: organization of Catholic businessmen, social and fraternal in purpose
League of Women Voters: organization of women who concern themselves with education of the people on local political problems

Page 42 (continued)

YMCA: Young Men's Christian Association: religious organization that stresses mental and spiritual growth through organized activities
YWCA: Young Women's Christian Association: similar to men's group
United Fund: an organization that engages in fund-raising campaigns to finance many community projects such as Cradle Nursery, YMCA and YWCA
Red Cross: organization to provide assistance to families of persons serving in the Armed Forces. It also aids all citizens during a disaster, such as a hurricane, by providing food, shelter, and clothing.
voluntary organizations: organizations of persons who give of their time and services free to help someone else

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census: a count of population
commercial: relating to the area of a community where work or business is carried on
nationality: relating to the country of origin of a person
residential: relating to the area of a community where people live

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industrial development: growth of factories and similar economic activities in a community
public works: governmental facilities, such as the water department, street department, or sanitation department
slums: rundown areas in a community

UNIT I- FREE AND INEXPENSIVE MATERIAL

Age of Curiosity, The-	13 min. film presents a profile of the modern teenager-- her thoughts, her wishes, and her problems. Association Films Incorporated
Changing Face, The	13-1/2 min. film, in full color, shows some of the planning problems which confront our growing cities, and indicates some possible solutions. Brooks Institute of Photography
Discovery	30 min. film is about youth and community service and tells the story of youth's discovery of his place in the community and of the many ways in which he can contribute to it. It is also the story of the discovery of the real value of youth's services by adults. American Red Cross
How We Live	30 min. film explains how the statistics of the census can be used to draw a picture of the changing pattern of American life. It contrasts the changes in urban and rural living and housing standards and traces the comparative upswing in our level of living. United States Bureau of Census
Population Patterns in the United States	11 min. film in full color, traces the growth of the population of the United States with each census from 1790 through 1960. It shows the growth of cities, and rapid growth of suburbs in recent years, and discusses the problems resulting from this growth. United States Bureau of Census
Urbanization	30 min. film explains the problems of our cities indicated by continued and accelerated urban growth. Using census statistics it shows the extent of these problems in transportation, housing, and education. It discusses the "urban sprawl" and the implications of the big movement to the suburbs. United States Bureau of Census

EVALUATION

I. Fill in the blanks with the correct answer. (This is only a sample test and any vocabulary words can be substituted.)

Chamber of Commerce
vocation
juvenile delinquency
sibling
fads
social needs
suburb
commute
census
divorce

1. A brother or sister is called a (sibling) .

2. The legal procedure to end a marriage is a (divorce) .

3. An occupation or career is a (vocation) .

4. (Fads) are temporary fashions or attitudes.

5. Things which society or people should have are (social needs) .

6. A count of the population is a (census) .

7. The (Chamber of Commerce) is an organization of local businessmen who try to improve business conditions in a community.

8. (Juvenile delinquency) is an act of lawbreaking by young people.

9. A (suburb) is a smaller town or city on the limits or edges of a large city.

10. To (commute) is to travel from the suburbs to the city.

II. True-False

(True) 1. A family is a social group living in one home.

(False) 2. The family is not responsible for teaching spiritual values.

(True) 3. Children in the family today have responsibilities as well as privileges.

(True) 4. In Chinese families the older you are, the more respect you are given.

(False) 5. In Europe the mother is the most important member of the family and she makes all decisions.

(True) 6. Money causes many problems in American homes today.

(False) 7. American families move from place to place less today than 100 years ago.

(False) 8. Money presents no problems for American teenagers.

(True) 9. All levels of government now cooperate in promoting family security.

(False) 10. Geography has little or no influence on the location and growth of cities.

(False) 11. It is the responsibility of the national government to solve all community problems.

(True) 12. Organizations are an important part of every community.

(False) 13. Broward County has grown at the same rate each year since 1900.

(False) 14. There are no major industries in Broward County.

(True) 15. Ft. Lauderdale is the largest community in Broward County.

III. Multiple Choice: Select the answer from the suggested choices that best completes the statement.

1. The following would make up a basic family unit except:
   a. the mother
   b. the grandmother
   c. the sister or brother
   d. the father

2. In Europe, the mother of the family
   a. works outside the home
   b. is the "head of the household"
   c. place is in the home
   d. plays the leading role in "arranged marriages"

3. The following are major causes of problems that face American families except:
   a. trying to keep up with the Joneses
   b. mother works outside the home
   c. the cost for rearing children is too high
   d. the home must have all modern conveniences

4. The following best describes why the family is important
   a. Without families there would be no communities.
   b. Families educate children.
   c. Homes teach discipline and order.
   d. Good homes usually produce good citizens.

5. The following statement best defines a metropolitan area:
   a. The area included within the boundaries of a large city.
   b. An area which includes the people in and around a large city.
   c. The area of a large city which includes most of the county in which it is located.
   d. The area of all cities which are the largest ones in their state.

6. More women are now working outside the home because:
   a. Staying at home has become boring.
   b. There are less children in a family, therefore less work to be done at home.
   c. A woman must compete with a man and make about as much money.
   d. The demands of modern living require the women to add to the family incom

7. A juvenile delinquent is:
   a. A teenager who gets poor grades in school.
   b. A teenager who does not obey his parents.
   c. A teenager who enjoys only rock and roll music.
   d. A teenager who breaks a law.

8. The following federal program has been established to aid communities in clearing their slum areas:
   a. F.H.A. c. United Fund
   b. Urban renewal d. Red Cross

9. If you lived within the city limits of Ft. Lauderdale you would be living in a:
   a. rural area c. urban area
   b. suburban area d. none of these

10. Broward County gets most of its income from:
   a. the citrus industry c. tourism
   b. transportation d. construction

11. The following cities make up Broward except:
   a. Pompano Beach c. Hollywood
   b. Boca Raton d. Plantation

12. The county seat and largest city in Broward County is:
   a. Hollywood c. Dania
   b. Pompano Beach d. Ft. Lauderdale

13. About how many people live in Broward County?
   a. 333,000 c. 3,300
   b. 33,000 d. 333

14. If you lived in the county and not within the city limits, which of these services would you have to pay for:
   a. garbage collection c. neither of these services
   b. fire protection d. both of these services

15. Why do teenagers adopt so many fads?
   a. a desire to be different c. to rebel against existing adult standards
   b. a desire to be popular d. all of the above responses are accepted

How To Secure Help for those Who Need It?

The following are problems that relate to the services available of many private and public agencies devoted to helping the needy. Examine them and suggest the agency you would refer them to for help.

1. You are walking in the park with a friend. He stumbles and hurts his foot so badly that he cannot walk. What do you do?

2. Your younger sister and brother would like to go to summer camp. How can you help?

3. You want to get a doctor at once. Would you call an ambulance?

4. You are being sued by someone who claims you owe him some money. You would like to have a lawyer but cannot afford it. Where would you go?

5. A neighbor is so worried about problems at home that he cannot continue to work. He is very sad and has stopped speaking to people. What can the family do?

U N I T T W O

RELIGION AND EDUCATION

UNIT TWO

"Religion and Education"

Unit Two like Unit One, combines two major themes: Religion and Education. The unit is designed to help the student understand how these two forces influence his/her life and the lives of the peoples of the world.

As certain areas of religion might be sensitive, the teacher should refrain from delving into those areas. The teacher is urged to present this theme in generalities and avoid specific, personal involvement.

The theme of education in the United States should emphasize the structure and organization of the Broward County school system thereby using a learning experience familiar to students. Activities using the individual school should be controlled as junior high school students are often emotional about their viewpoints on school problems.

The teacher should stress the importance of education throughout this unit, and how it affects the individual student during his/her lifetime.

UNIT TWO

RELIGION AND EDUCATION

MAJOR TOPIC: Myths and Religion

BASIC OBJECTIVE: To introduce students to the concepts of major religions of the world and the need for people to rely on a supreme power created in their image

TERMS TO UNDERSTAND

myth
Greek

TEACHING STRATEGY

1. The Greeks and Romans used stories of mythical characters to explain life and the natural world.
2. The Greeks created their deities in their own image. However, the deities were believed to be much greater in size and possessed super human talents.
3. How Greeks explained the world and their existence is a clear picture of their religion.

SUGGESTED ACTIVITIES	AIDS
Using a large map, show the students the area inhabited by the Greeks. Show a time line giving the Greek time of importance. Also, briefly tell of the area and its people. Have students color in the area (use different colors for each religion).	World map Student maps Bowra, C. M. Classical Greece, Great Ages of Man Time- Life Life, January 18, 1963
On the overhead projector put a picture of the home of the Greek gods and goddesses. Give to each student a copy of the gods and goddesses on which is listed their areas of rule. Stress the fact that the Greeks believed the stories and were ruled by them. (Many excellent pictures dealing with this subject may be found in Life January 18, 1963.) The students may wish to start a mural tracing the religions. The pictures from Life may be reproduced by Graphics for display if the teacher desires.	Overhead Hamilton, Edith, Mythology Elgin, First Book of Mythology
A notebook should be kept by each student during this section of the unit. They should include all materials given and all work done on this unit.	Notebooks
Read some of the stories in Mythology that show Greek explanations of life. After reading have the students in outline form record the stories in their notebooks.	

The Greek Gods

Uranus (Heaven)	parents of the Titans, Cyclopes, Furies
Gaea (Earth)	
Cronus	parents of the Olympiand; overthrew Uranus
Rhea	
Ocean	married
Tethys	
Coeus	married
Phoebe	
Hyperion	
Mnemosyne	
Themis	
Iapetus	
Prometheus	
Atlas	

Olympians:

Zeus	ruler of all gods, overthrew Cronus
Poseidon	ruler of the sea
Hades	ruler of the underworld
Hestia	goddess of the hearth
Hera	wife of Zeus
Demeter	goddess of fruitful soil and guardian of marriage
Ares	god of war
Athena	goddess of war
Apollo	god of truth and light
Aphrodite	goddess of love
Hermes	messenger of gods; god of science

Olympians (continued)

Artemis	goddess of the hunt
Hephaestus	god of fire
Thanatos	god of death
Dionysus	god of the grape and wine

The Lesser Gods of Olympus:

Eros	Young god of love. His aides are: Anteros- avenger of slighted love Himeros- god of longing Hymen- god of the wedding feast
Hebe	goddess of youth (wife of Hercules)
Iris	goddess of the rainbow (messenger of Zeus)
The Graces:	Agalia- splendor Euphrosyne- mirth Thalia- good cheer
The Muses:	Clio- History Urania- Astronomy Meloomene- Tragedy Thalia- Comedy Terpsichore- Dance Calliope- Epic poetry Erato- Love poetry Polyhymnia- Songs to the gods Euterpe- Lyric poetry

Geographic areas of the gods:

Mount Olympus	Zeus

Geographic areas of the gods (continued)

Waters	Poseidon
Underworld	Hades
Earth	Demeter and Dionysus

Gods of the waters:

Poseidon	Lord and ruler of the Sea (Mediterranean) and the Friendly Sea (Black Sea)
Ocean	Lord of the River Ocean
Nerues	Old Man of the Sea
Triton	Trumpeter of the Sea
Proteus	Teller of the future
Nereids	Nymphs of the Sea
Naiads	Nymphs of rivers, springs, brooks

The Underworld (Tartarus):

Hades	Ruler
Prosephone	wife of Hades
Acheron	River of Woe
Cocytus	River of Lamentation
Phlegethon	River of Fire
Styx	River of Unbreakable Oath
Lethe	River of Forgetfulness
Charon	Boatman to Tartarus
Cerberus	Three-headed dragon-tailed dog (guards the gate--all enter, none leave)
Rhadamanthus Minos Aiacus	Judges

The Underworld (continued)

Elysian Fields	resting place for the Good
The Furies:	Punish the evil
	Tisiphone
	Megaera
	Alecto

TERMS TO UNDERSTAND	TEACHING STRATEGY
Roman	4. The Romans used the same ideas in their religion but changed the names and importance of the gods and goddesses.
	5. There is an absence of evil or wicked deities in the Greek and Roman religions. Misfortune was a personal thing. Man was in disfavor with a god or goddess.
jealousy curiosity	6. There was a great deal of jealousy in the Greek and Roman religions among the deities. Also, curiosity was a great fault of man.

SUGGESTED ACTIVITIES	AIDS
On the large map show the students the area inhabited by the Romans. Show a time line of the importance of Rome. Briefly tell about the country and its people. Color area.	World map Student maps
Put on the overhead pictures of Greek architecture and then Roman. Lead the students to see the difference between the two. Ask what they think caused the differences.	
On the list of Greek gods and goddesses have the students copy the Roman names and new duties of each.	
Show some of the filmstrips dealing with Greek and Roman mythology. Have a student read the captions as they appear.	Filmstrips and projector Jam Handy Co.
Stress the physical appearances of the Greek and Roman gods and goddesses. Point out the type of clothing they wore and its similarity to human clothing. Ask the students why they think this was done and if it tells them anything about the people.	
Put the word jealousy on the chalkboard and ask the students to define the word. Read the story "The Golden Apple" to show how jealousy affected certain gods and goddesses. Read "Pandora and the Box" as an example of unchecked curiosity.	Hamilton, Edith, Mythology

TERMS TO UNDERSTAND	TEACHING STRATEGY
oracle	7. The Greeks and Romans believed that they could communicate with their deities through priests at Delphi. The deities would speak to the priests and answer the question asked. The answers came in the form of riddles.
Norse	8. The location of people affected their ideas about the deities. The deities are created in the image of the people and reflect their customs, appearance, and personalities.

SUGGESTED ACTIVITIES	AIDS
Show the filmstrip dealing with oracles. Read to the class the oracle given to the Greek king, Oedipus (What has four legs in the morning; two legs at noon; and three legs at night?) Have students answer this. Answer--Man. In the morning he is a baby and crawls on all fours; at noon he is a young man and walks upright; at night he is an old man and uses a cane. (It is interesting to have students draw their answers rather than write or speak the answer.)	filmstrip and projector
On the wall map show the area of the Norseman. Students color area on their maps. From the location ask students what the most obvious differences are. (Climate- cold; people- hard and big; clothing- warm; architecture- closed and small are some answers to expect) from the Greek and Roman areas. Ask the students how they think the Norse gods will look. Put pictures on the overhead after student replys.	wall map student maps overhead
Read the story "How Thor Lost His Hammer." Ask students to compare/contrast this story with those of Greece and Rome.	Best Liked Literature, Book 1

TERMS TO UNDERSTAND	TEACHING STRATEGY
Buddhism Buddha	9. Peoples of the world created their own type of religion that reflected their needs. Many changed from the teachings of a man into the worship of the man as a messenger of God. The idea of one God comes into focus at this time.
Confucian Confucius	10. The idea of man's better life by living better comes to the front. Ways to live better are given to man by the prophets.

SUGGESTED ACTIVITIES	AIDS
On the map show students the location of the Buddhist. Students color map. From the location have students describe what they know about the area and its people.	wall map
Using the National Geographic have the picture of the Buddha idol reproduced. Ask the students to tell what they see different in this statue from those of the other religions studied. What words suggest the feeling of this statue? What do they tell you about this religion?	National Geographic, July, 1967, p. 90 overhead
Show a picture of a Buddhist temple. Ask the students to compare/contrast the temple with those seen earlier. Point out the spires and ask why they think they were used.	
The book One God traces the idea through the various religions. A better student might be assigned to read the book and report on it to the class. Also, Orange-Robed Boy deals with the eastern concept and could be used as an outside report.	One God Orange-Robed Boy
Returning to the large map, show students the area of Confucianism. Students color the area. Since the area is close to that of Buddhism as students to suggest things that might be similar.	wall map student maps
Give a brief lecture on Confucius and the area.	
Put some of Confucius' teachings on the board. Ask students to explain the ideal talked about. After the students become familiar with the Confucian idea, have them create teachings of the same type. Bring to the attention of the class that the teachings are very short and often fanciful.	

TERMS TO UNDERSTAND	TEACHING STRATEGY
Islam Mohammed	
Judaism	11. Man's religion often must be portable. The Jewish religion because of the frequent forced moves and slavery of the people was designed to move easily.
Christian	

SUGGESTED ACTIVITIES	AIDS
Show the general area on the map and have students color area. Give a brief lecture and show pictures dealing with the religion and area.	wall map student maps
Ask students if on the map they can recognize another area that is very close to this one that is known as a religious center for two religions. Have the students color the areas of Judaism and Christianity.	
Show students on the map the various places where Judaism traveled. Read to the students or have a student read the Ten Commandments in the Old Testament. Through discussion bring out the idea that unlike the other religions (Buddhism, Confucianism, Islamism) Judaism demanded a personal code of behavior.	maps Bible
Show pictures of the area of the Judaism religion and of its people. Compare/contrast their appearances, customs, with those of the other religions.	
Returning to the map point out the area of the Christian religion at its inception. Ask students what they know about the start of the religion. Refer to the New Testament.	
Draw from the students comparisons of the religions studied. These comparision should lead to the idea of the golden rule used by each. Ask the students if they see any similarities in the religions other than the golden rule. (They all gave an explanation of creation.)	
In order to tie up this section of the unit, have students read the "Five Stories from Five Faiths" as a way to compare the religions.	Scope, December 9, 1966

SUGGESTED ACTIVITIES	AIDS
Three stories in Follet's Learning Your Language/One give examples of three of the religions and should be used to aid the understanding of the religions as well as offer work in basic skills.	Learning Your Language/One. Follett Basic Learning Program, Book 3
The use of Life's Great Religions of the World will provide excellent material for better understanding. Student booklets might be available from Life.	Great Religions of the World, Life
Using the idea of the comic book character, Superman, in a comparative capacity, explain the similarities of his powers with those of the deities of pagans. This should be done in composition after discussion.	
Students could be assigned to watch the television program "Superman". After watching ask students to write an episode using the mythical deities as characters.	

Fable #1

A dog was carrying a piece of meat in his mouth. He was crossing a bridge over a river when he happened to look down into the water where he saw his own reflection. He thought the reflection he saw was another dog carrying a much larger piece of meat than he had. Hoping to frighten the other dog into dropping the larger piece of meat, he opened his mouth to bark at him. When he opened his mouth, the piece of meat fell into the water and sank.

Fable #2

The mice were holding a meeting to decide what they should do about the cat that was always stalking them and making their life miserable. During the meeting one mouse suggested that they should tie a bell on the cat so that they could always hear him coming and could run for safety. All of the mice thought this was a wonderful idea. When the leader of the meeting called for mice to volunteer for the job of putting the bell on the cat, not one mouse was willing to do the job.

Fable #3

A hungry fox, seeing a crow flying with a piece of cheese in its bill, thought of how he might get the cheese for himself. He began to praise the crow saying, "You are a most beautiful bird with your black and shiny feathers. It is too bad that your voice is so harsh. If it were beautiful, you could well be the king of birds."

The crow, to prove the beauty of his voice, started to crow loudly, and in doing so dropped the cheese, which the fox immediately ate.

Fable #4

A peacock was very proud of his plummage, especially his beautiful tail. He ridiculed the crane, saying that the crane was all of one dull color, while he had all the brilliant colors of the rainbow in his tail.

The crane replied, "You may have fine feathers, but I am able to fly far above the earth while you must always walk on the ground below."

Fable #5

An ant, drinking at a spring, fell into the water and began to drown. A dove, seeing his plight, pulled a leaf from a tree and dropped it into the water. The ant was able to climb upon a leaf and float to shore. As the ant reached shore, he saw that a hunter was about to catch the dove in a net. The ant bit the hunter on the foot, causing him to drop his net, and the dove flew away safely.

Fable #6

A miller and his son were driving their donkey along the road. They planned to sell him at the fair. They met a group of young people who made fun of them for walking when they might ride upon the donkey. The father then had the boy get upon the donkey while he walked beside them. An old man then upbraided the boy for riding while his old father walked. Ashamed, the boy bade his father ride, while he walked. The next man they met scolded the father for riding while his son walked. The father then took his son on the donkey with him. The next man they met told them angrily, "You should be better able to carry him than he is able to carry you." Still trying to please, the father and son got off the donkey, tied its legs to a long pole, and began to carry it between them. As they entered the town, a crowd gathered and people laughed at the father and son. The donkey, disturbed by the noise kicked himself free, fell into the river, and drowned.

Fable #7

A milkmaid was walking to market, carrying a can of milk on her head. She was making happy plans for the future. "With the money I get from the milk, I can get more eggs. The eggs will produce more chickens, and when these are grown I can sell them at the market for much money. With the money I can buy splendid clothes for myself." Thinking of how beautiful she would be in her new gowns, she gave a toss of her head, and the milk spilled to the ground.

Fable #1____

Fable #2____

Fable #3____

Fable #4____

Fable #5____

Fable #6____

Fable #7____

A. Don't trust flatterers.

B. A bird in the hand is worth two in the bush.

C. Don't count your chickens before they are hatched.

D. In trying to please everyone, you please no one.

E. Fine feathers do not make fine birds.

F. You may lose everything through greed.

G. It is easier to make a plan than to carry it out.

Name____________

Date_____________

Did you enjoy this exercise? Please indicate your feelings below.

I enjoyed it very much_____, alright_____, a little_____, not at all_____.

MAJOR TOPIC: The Major Religions

BASIC OBJECTIVE: To understand the importance of religion in our culture as well as other cultures
To have an appreciation for the similarities and differences of these religions

TERMS TO UNDERSTAND

Buddhism
Christianity
Confucianism
Hinduism
Islam
Judaism
paganism
primitive religions

atheist
agnostic

TEACHING STRATEGY

1. Primitive religions are as important today as they were in ancient times.

2. Paganism was important in the days of the Roman and Greek civilization.

3. Judaism established the belief in one God and led to Christianity.

4. Buddha had great influence on life and culture of the East.

5. Confucianism laid its roots in the Far East-- mainly in China.

6. Christianity grew out of Judaism. It includes Roman Catholicism, Protestantism, Greek Orthodoxy-- all who believe in Christ.

7. Islam or Mohammedanism is one of the three major religions stressing a belief in one God.

8. Hinduism has its great influence in India and is related to other Eastern religions.

SUGGESTED ACTIVITIES

Organize the class into committees or use individuals to locate information in the library on the different world religions.
On a map of the world show the locations where the leading world religions are found.
After the report, list ways in which these religions are similar and ways in which they differ. This may be done on the chalkboard.

Invite ministers of the various faiths to talk about how his church serves the community.

Look up information on India's caste system and give an oral report to the class.

Find out ways in which services are conducted or some beliefs related to any of the religions. Cut pictures from any old magazines to illustrate a religion.

Poll the class to find as many different faiths as possible. Have students talk about their services and determine how they are similar or different.

Write the terms "atheist" and "agnostic" on the board. Have students suggest definitions of these words. At this stage, only develop an understanding of the definition of these terms.

Formulate visiting committees. Encourage these groups to visit a number of the churches in the community of different faiths. After several churches have been visited, have them report back to the class on the likenesses and differences in the churches visited.

If you know of a Muslim, Buddhist, Jew, or Hindu in your area, invite him in to talk to the class about the origins and practices of their religion.

Sammy Davis, Jr., a Negro actor, became a Jew. If you can locate the back issue of the periodical carrying this story or read the section in his autobiography, Yes I Can, discuss his reasons for accepting Judaism.

AIDS

Life, editors. The World's Great Religions (a pictorial story of religions with colorful illustrations published by the editors of Life)

Standard Encyclopedia

State Department Bulletin #14, "Teaching Moral and Spiritual Values in Florida Schools," 1962 (teacher use)

Living Together in the Old World, pp. 149,179,100,124-125,68-69,98-99,105-106,110,39,52,57,72-73,110,454,355 (This is an old sixth grade text that can be obtained from textbooks.)

The Laidlaw Understanding Series. (This is a series of simple books about many countries that contain sections on religion. These books can be borrowed from the library or social studies department. Sample-- Understanding Greece.)
The Fideler Depth Study Series. (Similar in use to the Laidlaw Series. Titles are Southeast Asia, etc. These books may be obtained from the same places. Both series may be used by the students.)

Todd, Cooper, and Sorenson, World Ways. New York: Silver Burdett Co., 1954. pp. 174, 96-98,140,141,257,65,103,105, 110,117,78,157,150-151 (Available from Textbook Center)

Check your library for the Life filmstrips on "Great Religions of the World." (These are good for showing likenesses and differences of religions.)

Gay. Jews In America (a library book)

TERMS TO UNDERSTAND

wise sayings
ethics
truths
parables
Golden Rule

literature
religious pilgrimage

TEACHING STRATEGY

9. Many of the ideas of Confucius can be related to thoughts that we have today.

10. Religions seek to reveal truths to their believers. Many of these truths apply to all.

11. The idea of the Golden Rule is expressed in many religions.

12. Literature is a product of the times.

SUGGESTED ACTIVITIES	AIDS
Write several sayings of Confucius on the board. Let the students read them and then write compositions on the ideas contained in the sayings. "Excellence does not remain alone; it is sure to attract neighbors." "Let the other man do his job without your interference." "Shall I tell you what knowledge is? It is to know both what one knows and what one does not know." Let the students discuss how these ideas relate to ethics and not necessarily religion.	
Let the students read "You Will Die." Have them attack or support in a composition, the idea that man who accumulates wealth works only for those who will inherit it when he dies.	*Literature of the World*
Read some of the parables contained in the Bible; have the students role-play several and write a moral for each one.	Bible
Have the students use the library to find the statement in each major religion that expresses the idea of the Golden Rule. The statements and a comparison of their ideas can serve as a springboard for a discussion of likenesses in religions.	
Tape the essays "This Is How We Live." Make up a listening for details worksheet for each essay, and have various students give multi-media reports on the major religions found in each of the lands.	*Adventures for Readers*
Have the students write a skit of the trip to Canterbury and let the members tell several of the tales written by Chaucer. The grammar text can offer good suggestions for organization.	Adapted version of *The Canterbury Tales* *English Grammar and Composition*, pp. 486-490

MAJOR TOPIC: Influence of Religion on Man

BASIC OBJECTIVE: To understand the importance of religion on the past and present history of the world, with emphasis on Western Europe and America

TERMS TO UNDERSTAND

Methodist
Baptist
Presbyterian
Lutheran
haven
Roman Catholic
Protestant Reformation
Moslems
Islam
Holy Land
Christian
Crusades
Renaissance

navigational
exploration

TEACHING STRATEGY

1. Religion has been a major factor in the history of the world.

2. Many countries have developed because of religious beliefs. India and Pakistan became separate countries because of religious differences. The country of Israel was formed as a haven for Jews.

3. In Western Europe the Roman Catholic Church dominated the area until the Protestant Reformation.

4. Islam spread throughout the Holy Land and North Africa.

5. The Christians from Western Europe did not like the Islamic control of the Holy Land and sent soldiers to recapture this land for the Christians. The wars were the Crusades.

6. The Crusades stimulated an interest in learning, introduced new products and ideas to the European culture, and led to the Renaissance.

7. Many new ideas about religion developed during this period. This caused the Protestant Reformation.

8. New churches were formed as the Protestant Reformation spread throughout Europe. In some areas members of the new churches were punished because of their beliefs.

9. New navigational instruments were invented during the Renaissance. This, plus the desire to learn more about the world and get new products, led to the exploration of unknown areas of the world, including America.

SUGGESTED ACTIVITIES	AIDS
As a class, list on the board all the religious groups known to the students. Use this to show how many religious groups have influenced the history of the world.	
On a large world map locate the countries mentioned in the teaching strategy. Locate the countries where religious problems have caused recent political problems or changes in boundaries. These should include: India and Pakistan- Moslem vs. Hindu Jordan, Syria, Egypt, and Israel- Arab vs. Jew South Viet Nam- Buddhists vs. Catholics	Buehr, Walter. *The Crusades.* Putnam, 1959 Hartman, Gertrude. *Medieval Days and Ways* Macmillan, 1937 F-956.9 "Jerusalem: The Holy City," B.W. 10 min., EBF
After locating the Holy Land on the map let the students decide why this area is so named.	Check with your school librarian about filmstrips about the Crusades. S. V. E. has a series about the Middle Ages, including the Crusades.
Borrow a map of the Crusades from the social studies department. Use this to show how many areas of Europe sent soldiers to fight in these wars.	
Write some of the major tenets of the Christian religions on the board, such as The Ten Commandments, the Golden Rule, etc. Ask how many are taught these principles in their churches. Then list the various denominations where they are taught (from your students). Use this to show the similarities in religions.	*The Story of America*, pp.39-50. (The Seventh Grade history text has a section that could be read by the students for a better understanding of the Crusades and the Renaissance.) Cordier and Robert, *History for the Beginner*. New York: Rand McNally, 1954, pp. 170-180. (Copies available from the textbook department.) F-940.22 "The Reformation." B.W. 14 min. Coronet

TERMS TO UNDERSTAND	TEACHING STRATEGY
	10. Some of the new religious groups came to America to escape punishment in Europe. They include:
Puritans Pilgrims New England	a. Puritans and Pilgrims from England settled in New England.
Huguenots	b. Huguenots left France and settled in South Carolina and Florida.
Quakers	c. Quakers settled in Pennsylvania.
	d. Catholics settled in Maryland.
denomination	11. The present trend is for some religious leaders to unite the Christians again.
spirituals oppression	12. Religious songs were used to voice the oppression of some people.
	13. Religion has been treated in the literature of the Negro.
codes	14. Spirituals were also used as a method of communication between slaves. Many of the spirituals contained coded messages.

SUGGESTED ACTIVITIES	AIDS
Assign short, simple reports on leaders of these groups who came to America. Stress the religious reasons for coming. Some of these could include: (a) Jean Ribault and his attempt to establish Fort Caroline near present-day Jacksonville. (b) William Penn (c) Lord Baltimore (George Calvert) and the settlement of Maryland.	Encyclopedias and simple biographies found in the school library *Civics for Americans*, pp. 158-161 *Your Life As A Citizen*, pp.55-62
See if the students have heard or read about any of these activities from recent news articles or news reports. Another idea might be to see if any of the churches have had speakers from other faiths in an effort to promote understanding.	
The Easter Sunrise Services or presentations of the "Messiah" at the municipal auditorium can be used as an illustration of many groups working together. Most of the students will have attended or heard of these.	
Have the students read through spirituals and spot expressions of oppression. After this, let the students sing the spirituals.	Spirituals Recordings Record player
Have the students compare the story of the creation in Genesis with Langston Hughes' treatment in "The Creation." Let the students read Johnson's "Go Down Death."	Bible *Anthology of Reading for Children* Teacher reference
Explain to the students how slaves had a secret language expressed in the spirituals. Let the students then find lines that could have been used for sending messages. Suggested spirituals: "You've Got to Cross that Lonesome Valley" "I'm on My Way to Canaan Land" "Swing Low Sweet Chariot" "Train is A-Coming" "Go Down Moses"	

TERMS TO UNDERSTAND	TEACHING STRATEGY
belief	15. There are many references to religious beliefs found in songs of our country and stories of men who settled and pioneered in America.
	16. In much of the literature read today there are references to Biblical passages.
ancient comtemporary	17. Modern thought has been influenced by ancient ideas.
	18. In earlier times education was dependent upon religion.
worship	19. The Pilgrims came to America to satisfy their aspirations for freedom of worship.
	20. Freedom of religion extends into many areas of life today.

SUGGESTED ACTIVITIES	AIDS
Have the students form groups and compete against each other in finding references to religious beliefs contained in songs of our country. Samuel Morse's-- What has God wrought? Pledge's deleted-- "...under God"	music books history texts
Students should use Bibles to find and write summaries of where we got many of the sayings used today: a. as old as Methuselah b. Daniel in the lion's den c. snake in the grass d. wise as Solomon e. strong as Samson f. patience of Job g. faith as the mustard seed h. Eve's apple i. courageous as David	Bible
Read the story of "The Wise King" to the students. Let them write a moral to the parable. Have them understand that Gibian, the author, is a Lebanese who writes like ancient people of his region.	Literature of the World Around Us
Explain that during the year 1,000 priests and monks went to school but often kings and noblemen had to sign their names with an "X." Prepare an acetate or multiple copies of a hornbook and a New England primer so the students can see the texts used in the 1600's. Also, let the students read some alphabet couplets ("In Adam's fall, we sinned all.") Let the students write and illustrate a hornbook, primer, or alphabet couplets.	American Literature books
Have the students choral read "The Landing of the Pilgrims." Let them write a play in which the characters express their reasons for coming to America.	Adventures for Readers
Invite a member of the Friends Society in to talk with the students about the Quakers.	
Have students make "Freedom of Worship" scrapbooks using pictures and student written captions.	magazines newspapers
Read or tell the students stories about the Crusades.	

MAJOR TOPIC: Religion and Government

BASIC OBJECTIVE: To understand that each individual has complete freedom to religious views and methods of worship without interference by the government

TERMS TO UNDERSTAND

Bill of Rights
circuit rider
Constitution
First Amendment
parochial
religious liberty
separation of church and state
toleration

separation of church and state

TEACHING STRATEGY

1. The Bill of Rights guarantees to all citizens religious freedom. The First Amendment protects this right.

2. The separation of state and church is one of the great principles established by the Constitution.

3. At one time in history, Americans were persecuted for their religious views.
   a. The Puritans of New England did not permit religious tolerance.

4. The Constitution today has settled some current dispute in America regarding religion.
   a. the ruling on Bible-reading in public schools in 1963
   b. the flag salute and the Jehovah Witnesses
   c. the rule on believing in God as a qualification for employment
   d. rule against religious teachings in public schools in 1948

5. Thomas Hooker led a campaign for freedom to practice or not to practice religion.

6. Christ stressed man's responsibility to uphold civil law.

SUGGESTED ACTIVITIES	AIDS
One of our first circuit riders was Francis Asbury. Have a student to make a short report to the class on his activities in the wild west.	Building Citizenship, pp.288-289 Your Life As A Citizen, pp. 55-73 Civics for Americans, p. 161
Read the First Amendment of the Constitution to the class. Have students suggest reasons why the amendment was added to the Constitution and why they consider it important. This should stimulate a lively discussion.	Lansing, Marion. The Makers of America, pp. 118-124. (This is an old 8th grade history book that can be gotten from Textbooks)
Have students draw cartoons suggesting what their religious life would be like if they were forced to attend only a Baptist Church every Sunday.	
Have various students discuss their order of church service. See how many different ways of worship can be noted. Stress the importance of freedom of choice and tolerance.	
Look up the Becker Amendment. Have a student make a report to the class. Show how this amendment relates to the idea of complete religious freedom.	
Invite representatives of various faiths to talk about their church, its history, and religious views.	
Plan a bulletin board entitled "Our Precious Right--Freedom of Religion." Display pictures, cartoons, or pamphlets.	
Have the students read and produce a play written by the teacher about Thomas Hooker's campaign to make it legal for men to vote whether church members or not.	American History Books
Have the students read "The Coin in the Fishes Mouth" (Mark 12:13-17). Make this into a reading exercise where the students are to decide where Jesus makes a statement regarding man's responsibility to civil law. Have them cite examples of how man renders "unto Caesar the things that are Caesar's and unto God the things that are God's."	Bible

MAJOR TOPIC: Moral and Spiritual Values

BASIC OBJECTIVE: To understand that although our government does not prescrive religious practices in the schools, the schools do teach them through patriotism, respect for others, and the truths associated with our way of life

TERMS TO UNDERSTAND

Golden Rule
good will
moral values
patriotism
spiritual values

world peace
spiritual values

TEACHING STRATEGY

1. Patriotism, or love of country, is as important as love of truth and goodness. Our Declaration of Independence and Constitution were written to make it possible for everyone to be free and happy.

2. We must all strive to keep our country free and strong so everyone can be free and happy. This must be done in times of peace and war.

3. The Golden Rule means that we try to do good for others and expect the same treatment from them. If everyone lived in this way there would be fewer problems.

4. Many famous leaders have inspired us with moral and spiritual values. Some of them are George Washington, Thomas Jefferson, Benjamin Franklin, and Abraham Lincoln.

5. Most of the world today looks to us for moralleadership. We try to be fair in our dealings with all people.

6. After World War II we helped our defeated enemies to rebuild their countries. Even today we help countries who are not very friendly to us.

7. Alfred Nobel and Werner Von Braun have sought to inspire Americans with spiritual values.

8. Schools teach values through imparting knowledge.

SUGGESTED ACTIVITIES	AIDS
Have some students draw pictures showing how God is mentioned in our monetary system.	F-241 "Golden Rule for Beginners," B.W. 10 min. Coronet
Have the students illustrate how God is mentioned in our national symbols such as the national anthem, patriotic songs, and pledge to the flag. This could be extended into state mottos if so desired.	FS973.2 "Patriots and Minutemen" B.W. Yale Press F-177 "Making Moral Decisions: Right or Wrong" B.W. 10 min., Coronet
Make a collection of famous quotations that encourage moral and spiritual values. The students can get many of these from their parents and grandparents.	
Assign short biographies of famous Americans who have inspired us. Have oral reports made to the class, stressing the reasons for this inspiration.	
Read or tell the story of the ending of the Civil War. Use this as an example of American principles when dealing with defeated armies.	*The Story of America*, pp. 354-355 (Seventh grade American History textbook)
Have groups report on the scientific developments of Nobel and Von Braun, the Nobel Prizes, and the subsequent drives of both men to promote world peace.	
Tell the students the story of Alphonse Daudet in "The Last Class." Let the students then describe what their lives would be like if schools were unable to teach the truths associated with our way of life.	*Adventures in Appreciation*

PART II- EDUCATION

MAJOR TOPIC: Purposes of Education

BASIC OBJECTIVE: To understand the purposes of an education today in a democratic society

TERMS TO UNDERSTAND

cultural heritage
fundamental skills
inquiring mind
public school

TEACHING STRATEGY

1. Schools are maintained to help individuals achieve their goals in life.

2. Schools today:
   a. prepare you to earn a living
   b. prepare you to become a worthy member of a family
   c. give you an equal chance to discover your talents and develop them
   d. help you to enjoy yourself

3. In school we learn about our great cultural heritage.

4. Good citizens are our assurance of good government. This is the chief reason why our government maintains our free public schools.

5. Learning to participate in school activities helps children to become leaders of tomorrow.

SUGGESTED ACTIVITIES

Have students complete the statement, "I Come to School Because __________." List the various reasons given on the chalkboard. Point out other reasons why it is important to get an education.

Have students cut out pictures from old magazines to represent their idea of "how the school can help me."

Make a chart of courses offered at your school that will help you use your free time more wisely. In a column, collect pictures to represent enjoyable things you may engage in outside of school. For example, physical education with pictures of some games and sports that you may enjoy out of school. If your school has any organized clubs in which you may learn interesting things to do, list those also.

Have students dramatize what type of community they would have if no one went to school.

Using the Fideler Visual Series on various communities or the books available in the library, pull out the section on education in that country. These are simple enough for students to read and contruct a chart comparing education in our country with some foreign country. Oral reports using the charts they constructed may be given in class.

Consider the old saying: " You can lead a horse to water, but you can't make him drink." How does or doesn't this apply to you and school?

Interview some drop-outs you know in your community. Find out from them:
(a) Why they left school
(b) Is life better for them as a drop-out?
(c) What problems do they face in securing a good job by not completing high school?
Discuss your findings with the class.

AIDS

Your Life As A Citizen, pp. 3-7

Civics for Americans, pp. 123-126

Films:
- a. "When I'm Old Enough...Good-bye!" B.W. 28 min. Louis DeRochment
- b. F-373 "High School: Your Challenge," B.W. 13 min., Coronet

Filmstrip:
"Your School Record is Important

Fideler Visual Series (Information on how to secure these are available in the supplement to the seventh grade guide. Books should be available in the library.)

TERMS TO UNDERSTAND

income

rights
guaranteed
deprive
democracy

authoritarian
dictatorship
propaganda
totalitarian
superstition

TEACHING STRATEGY

6. Education pays dividends.

7. Education is provided for all in a democratic society.

8. The educational system of Russia differs from our system.
    - a. Students are educated to be of service to the government.
    - b. Students are not encouraged to think for themselves in a totalitarian state.
    - c. The government controls the schools.
    - d. The government decides what is to betaught.
    - e. Students in an authoritarian state must always accept a "correct" answer.
    - f. Religion is not important because it is considered superstitious.

SUGGESTED ACTIVITIES	AIDS
Have the students follow in their texts as the teacher reads "An Open Letter to American Students." Use the activities in the manual for a follow-up.	Adventures For Readers, Book 2
Let the students research the projected incomes of elementary, junior high school, and high school graduates and then write compositions on "Education Pays."	
Have the students read "The Poor Villagers." The idea to be drawn from this is that when an individual deprives others of the rights guaranteed them by law, he is undermining one of the basic principles of democracy.	Values to Share
Make a chart showing how the United States' system of education differs from the system of Russia.	Library books
Draw cartoons of how you think a Russian boy or girl acts in school. Frame these for display.	Filmstrip: "Schools and Pioneers" from the S.V.E. series on "Living in the Soviet Union Today"
Have the students use library resources to find out about the Russian system of education. Oral or written reports may be given.	
"Earth Was Their Book" by Jesse Stuart makes a comparison between nature and education. By using the discussion questions at the end encourage students to make other comparisons.	Adventures for Readers, Book 2
Read to the students from General Electric's Answer to Four Whys, "Why Stick to your Studies." The teacher will find it necessary to revise the article so that students will be able to comprehend the article. After the reading, a discussion of the article with students giving reasons of their own should follow. Have students write about one reason they can see for studying.	General Electric, General Electric's Answer to Four Whys

MAJOR TOPIC: Education in the United States

BASIC OBJECTIVE: Understanding the historical roots of our educational system, with emphasis on the men and ideas that shaped the concept of free public schools

TERMS TO UNDERSTAND	TEACHING STRATEGY
compulsory attendance curriculum normal schools	1. The first school laws were passed in the Massachusetts Bay Colony in 1647.
vocational schools	2. Harvard College, the oldest college in the United States, was started in 1636. It was started to educate ministers.
	3. Church schools were started earlier than free public schools.
	4. Curriculum and demand for change was slow.
	5. Early American leaders were interested in education. a. Benjamin Franklin tried new ideas in Pennsylvania. b. Thomas Jefferson knew the people needed to be educated. He worked for public schools and started the University of Virginia. Jefferson said,". . .Knowledge is power. . .ignorance is weakness."
electorate	c. George Washington believed that the electorate should be educated.
	6. Horace Mann, one of our greatest educators, tried to spread the idea of free public schools for everyone.
Three R's	7. There were few changes in the schools and the curriculum from the colonial days until after the Civil War. Emphasis was placed on the Bible and the three R's.
Northwest Ordinance of 1785 Northwest Ordinance of 1787 Morrill Act of 1862	8. Some changes took place when the government passed laws about education. Three famous early laws were the Northwest Ordinances of 1785 and 1787 and the Morrill Act of 1862.
turn of the century	9. Important changes in the curriculum have taken place after important events in our history, such as the turn of the century, World War I, and World War II.

SUGGESTED ACTIVITIES

Prepare posters showing the changes in school buildings through the years.

Ask students if they have old textbooks in their homes. Some may even have old hornbooks or early primers. If so, prepare a display of these books. If not, try to find pictures (or draw them) for poster illustrating the old books. Note some of the changes, such as size of print.

Have the students prepare short reports about early leaders and their views about education. This information can be collected from simple library books.

Have each student interview an older person (parent, grandparent, neighbor) to find out what the schools were like during their school days. Report the findings by oral reports. Illustrate the report and put the appropriate date and location on the picture. Use these for a bulletin board display.

Make a list of the courses available to eighth grade students in your school. Have the students find out the courses their parents took as eighth graders. Prepare a "then" and "now" list. Are there any major changes? Has a major event taken place during the intervening years, such as World War II?

AIDS

Fisher, Margaret and Fowler, Mary Jane. Colonial America. Grand Rapids: The Fideler Company, 1962, pp. 78-82

The Story of America, pp. 18-19 449-452, 464,465,470,602 (Seventh grade history book)

Your Life As A Citizen, pp. 8-12

FS-370.93 "Growth of American Education," Yale Press

Refer to the Seventh Grade Project GAIN Guide for additional information about colonial and pioneer schools.

Civics for Americans, pp. 80,163, 166,235,127,131-133,140-142,411, 129-130,135-137,123-126,227,407

TERMS TO UNDERSTAND

G. I. Bill

skilled workers

technology

locally controlled school board superintendent

administration

teacher aide
teaching machine
grouping
extracurricular activities

TEACHING STRATEGY

10. The G.I. Bill made it possible for more men to get a college education.

11. The present educational system has many problems. These include:
    a. rising costs of supplies, buildings, etc.
    b. pressures on colleges and universities
    c. demand for educated, skilled workers
    d. curriculum changes demanded by increased technology, as in the scientific advances
    e. population explosion

12. Modern school systems usually follow a similar pattern:
    a. locally controlled schools
    b. schools supported by taxes, mainly local taxes
    c. church schools are allowed but receive no tax support
    d. public schools are free and open to everyone. Small fees are sometimes charged for special items.
    e. The Constitution gives the states the power to operate their own schools. Most states have passed laws making school attendance compulsory until a certain age is reached.
    f. The curriculum and administration are undergoing many changes today because of the changes in the world around us.
    g. Pressures are forcing the federal government to take a more active role in education.
        (1) insufficient local tax money
        (2) increased enrollment
        (3) special training projects
        (4) expensive, new teaching machines

SUGGESTED ACTIVITIES	AIDS
In a class discussion, talk about some of these skilled workers. Try to get the students to decide why employers require educated workers. Use the age-old example of a ditchdigger (or dishwasher) to show that anyone could use an inexpensive shovel, but it takes skill and reliability to operate an expensive bulldozer.	
Use an acetate to show the students how the local school system is organized.	
Make a poster showing some of the Florida school laws, such as 180 days for students and compulsory attendance until age 16.	
Invite one of the school administrators to speak to the class. Have them name the other administrators and duties of each, with special emphasis placed on new positions.	
Ask your social studies department head to talk to the class about the rephasing of the junior high social studies curriculum between 1967 and 1970.(Some department head could be substituted to explain the changes and why they are being made.)	
Use the Project GAIN class as an example of a special teaching project.	
Read or reread "The Legend of Sleepy Hollow," page 390, column 2 to column 1 page 392. Have the students describe school at this time in a short composition. They might also be assigned a theme on "I Would or Wouln't Like Ichabod Crane's School."	Adventures for Readers, Book 2
The teacher might read Jesse Stuart's "Split Cherry Tree" to the students to give them a more recent school used in literature.	Prose and Poetry for Enjoyment
Students may be assigned an in-class theme on the subject of "How I Would Make a School."	

MAJOR TOPIC: Broward County

BASIC OBJECTIVE: To understand how our school system operates and that the problems faced by our school board are similar to other schools in the state

TERMS TO UNDERSTAND

elementary
homebound teacher
junior college
psychologist
parochial school
preparatory school
private school
secondary
supervisor
visiting teacher

TEACHING STRATEGY

1. Public schools in Broward are run by:
   a. a School Board of 5 members elected by the voters
   b. a superintendent elected by the voters
   c. principals and supervisors appointed by the School Board and the Superintendent
2. Schools are organized as:
   a. elementary: grades 1 - 6
   b. junior high : grades 7 - 9
   c. senior high: grades 10 - 12
   d. junior college: grades 13- 14
   e. adult and vocational
3. Broward County has several church schools.
   a. These are supported by private funds.
   b. These are organized similar to your own school.
   c. Students attending these schools have to pay for their education.
4. Broward County has several non-church schools.

SUGGESTED ACTIVITIES	AIDS
Invite the Principal or Superintendent to talk to the class about the kind of school they have and how it is maintained.	Annual reports of the Broward School System. Local school personnel
Using an almanac, look up the cost of educating each child in each of the United States. Assign two or three states to each student. Have them draw and color their state and print on a piece of cardboard the cost of educating a child in that state and paste it to the state. Have students cut out their states and put them together to form a map of the United States showing "The cost of education per pupil in America." This may be put together on a poster or the bulletin board.	
Arrange field trips to other schools in the county. What differences do you note in the schools as compared to yours.	
On a large map of Broward County, have students use symbols to show the location of schools in the county. Use different colors to represent the schools. Include some private and parochial schools.	
Find out the names of the members of your School Board, Superintendent, and the Supervisor of the classes you are enrolled in.	
Make a pie-chart showing how much money the Broward School System gets, where it gets its money, and how it is spent.	
Invite some school personnel in to talk to the class about problems that our schools are facing.	
Most schools are on double-session. Have students discuss reasons for this. Have them suggest other problems they know that the schools are having, such as over-crowded classrooms. How do these problems affect them?	
Cut out articles from the newspapers about your school. Make a bulletin board display of these articles.	
Make an organizational chart of your school showing the organization of all the people who make up your school. This may be used to show how authority is organized within the school.	

MAJOR TOPIC: Federal Role in Education

BASIC OBJECTIVE: To understand the role of the federal government in public schools throughout the nation

TERMS TO UNDERSTAND	TEACHING STRATEGY
Office of Education Department of Health, Education, and Welfare	1. The federal government has an Office of Education in the Department of Health, Education, and Welfare in Washington, D. C.
	2. The Office of Education promotes federal laws in relation to state laws.
financing income taxes	3. In recent years many new federal laws have been passed that have given more importance to the federal government's role in education.
educational projects	4. Federal funds are being used to improve education and pay for new educational projects.
underprivileged	5. The federal government assists states and communities in the following ways: a. war on poverty program which helps underprivileged youths train for jobs while being paid for learning
	b. school lunch programs are helped by the government sending certain supplies and money to the cafeterias
culturally deprived	c. money to pay for special programs for culturally deprived students.
scholarships National Defense Education Act	d. scholarships to pay for educating teachers of special programs
	e. special equipment and books
War on Poverty federal	6. More emphasis is being placed on the improvement of education.

SUGGESTED ACTIVITIES	AIDS
Ask the cafeteria manager to speak to the class about the federal assistance. Have her make a comparison of the average cost of a lunch with and without federal aid so the students can see how this affects them directly.	Your Life As A Citizen,pp.12-22 Civics for Americans, pp. 133-134 Civics for Citizens. pp. 441-443
Make a list of some of the special programs supported by the government.	
Ask the school librarian to show some of the books and equipment purchased with federal funds.	
Have students scan magazines and newspapers for articles on various federal programs (esp. War on Poverty). Let the students make posters of the various pictures and writing in statements of purpose, qualifications and other pertinent information about the programs.	magazines newspapers
The students can stage a debate on the best program offered in Broward County--Head Start, GAIN, Project READ may be considered.	

MAJOR TOPIC: State Role in Education

BASIC OBJECTIVE: To understand that the state has the power to establish schools

TERMS TO UNDERSTAND

minimum foundation program
sales taxes
State Department of Education
budget

TEACHING STRATEGY

1. Education is controlled by our states.
2. Each state sets its own policies regarding:
   a. minimum days required
   b. age for compulsory attendance
   c. basic subjects to be taught
   d. requirements for graduation
   e. teacher certification
   f. minimun salaries for teachers
   g. textbooks to be used
3. State school policies are set up by the State Board of Education.
4. State Board of Education grants authority to local school boards to do certain things:
   a. They erect school buildings.
   b. They hire teachers.
   c. They set up school budgets.
   d. They determine teacher salaries.
   e. They determine school policies.
5. Florida schools:
   a. require 180 days of school
   b. require compulsory attendance until 16
   c. allow local communities appointed or elected superintendents
   d. allocate funds on the Minimum Foundation Program.

SUGGESTED ACTIVITIES	AIDS
Have someone find information on Florida's Minimum Foundation Program and make an oral report to the class.	Your Life As A Citizen, pp.12-22 Florida Handbook 1965 edition
Interview your Principal. Ask him to tell how your school benefits from this program.	The Principal
Ideas have been introduced to increase the length of the school term. Have the class to write their reactions to this idea. Permit students to read their papers to the class.	
Have the students to assume that they are members of the school board. Have them draw up policies they would establish for our schools.	
Make a pie-chart which shows how much money Broward County gets from the federal government, the state government, and local sources. This enables a student to see where most of the school's finances come from.	
Many students are from other states. Have them make a chart and compare the policies regarding our schools with those of the states where they came from.	
Have a group talk to the Principal or attendance officer to find out how student absence from school affects the school's budget. Report your findings to the class.	

MAJOR TOPIC: Local Control of Schools

BASIC OBJECTIVE: To understand that local control of schools is important to our way of life

TERMS TO UNDERSTAND

millage election
property taxes

TEACHING STRATEGY

1. Florida has had the County system of education since the Minimum Foundation Program was adopted in 1947.
2. Local school boards are the key to the operation of local school systems.
3. There is some State and Federal control of our schools but the County School Boards have most of the control.
4. Local school boards can:
   a. set their own standards
   b. determine graduation requirements
   c. set general school policies
   d. assign pupils to schools
   e. hire their own teachers
   f. draw up the budget for operating schools
   g. experiment with new programs
5. The local school board is faced with many problems that it must try to solve.

SUGGESTED ACTIVITIES

Invite one of the School Board members into the class to discuss what they do. Have him to talk about problems of schools and how the school board is trying to solve them.

Talk to parents who have attended the Board meetings. Find out why they attend these meetings.

Broward County is experimenting with the Nova Concept. Find out as much as you can about Nova. Arrange a field trip to visit the campus and see it in operation.

Construct a graph showing the growth of Broward's school population. Use this to show how the growth has caused serious problems of space.

Make a notebook on "Schools in Broward." You may draw from all discussions you have had on your schools.

Have a "mock" school board meeting in which the board is going to extend the days of required attendance from the present 180 days to 210 days. Choose your school board members from among members of the class. Also, choose a superintendent. Allow other members of the class to be interested parents and citizens who attend the meeting.

Invite the superintendent into the class to explain to the class the "millage," the importance of these elections and what it is.

Have students poll the voters in their neighborhood to find out their reaction to increasing the present school millage to provide more money for the schools. Questions should be constructed by the class. Have students report the various reactions to the class.

AIDS

1. "Know Your County--Broward" League of Women Voters
2. Annual Report of Broward School Systems
3. *Your Life As A Citizen*, pp.13-16
4. *Civics for Americans*, p. 133

MAJOR TOPIC: Educational Preparation for the Future

BASIC OBJECTIVE: To understand that preparation for the role of adult citizenship begins early in school

TERMS TO UNDERSTAND

apprentice
bachelor's degree
career
cooperative education
craftsman
occupation
professional
skilled
unskilled
vocation

TEACHING STRATEGY

1. The educated worker today can earn the better salaries.

2. Practically every profession today requires a college degree.

3. Automation is making a high school diploma necessary for many jobs.

4. Skilled workers can demand high wages.

5. Broward County School offers:
   a. an adult program to help persons improve themselves
   b. vocational training for high school students at Northeast Senior High School
   c. a complete program of junior college education leading to a two-year college degree
   d. Diversified-Cooperative training program in the day schools

SUGGESTED ACTIVITIES

Write the words "skilled" and "unskilled" on the chalkboard. Have students list various types of vocations under each category.
They may find pictures of these vocations and make a poster showing "Skilled Jobs" and "Unskilled Jobs."

Have students complete the statement "I Would like to be________ when I finish school" in one paragraph. List reasons for your choice. Share your papers with the class.

Invite a representative from the Florida Employment Service to talk to the class about jobs available for teenagers.
Have the representative explain the type of services rendered in many high schools last school term (1966-67).

Secure a "Help Wanted" section from your local newspaper. Report on which fields provide the greatest opportunity locally.

Have a representative from the Adult-Vocation office of the county talk to the class about programs it offers at night.
Have your D.C.T. coordinator explain the cooperative training program.
The Guidance Counselor can explain other vocational programs that students may be involved in the upper grades.
Stress the importance of preparing for these opportunities early.

For Girls: Working in a group find pictures of vocational activities in which women are preferred. An easy way to start is to look around your community and discover what jobs are held by women. The boys may engage in the same activity for men.

AIDS

The Dictionary of Occupational Titles (available in the library or guidance office)

Occupational Outlook Handbook (contains information about jobs, training requirements, earnings, and job opportunities)

Your Life As A Citizen, pp.379-97

TERMS TO UNDERSTAND

drop-out
skills
training
telegrams
vocational education
interview

TEACHING STRATEGY

6. Education can provide skills for specific job preparation.

SUGGESTED ACTIVITIES	AIDS
Collect job applications for students to fill out. Let students use the English grammar text to write letters of application and telegrams of acceptance for job offers.	*English Grammar and Composition* Job applications Telegram blanks
Role play job interviews.	
Tour the facilities of Northeast High. Take as many parents as possible.	
Invite parents to the school to visit as a counselor with Adult Vocational Education talks about course offerings.	
Have the students write compositions, fables, or poems on "Don't Be a Drop-Out."	
Have students write on slips of paper the kinds of work done by each working member of his family. Classify them according to the eleven groups of workers on page 380 of *Life for Citizens*. They may print their jobs on the printing press and make a bulletin board display of these materials.	
Make a poster entitled "Me--After High School" or "College". Using pictures or drawings show what you want your life to be as an adult.	
Plan a field trip to Northeast. Before your trip make a list of questions you wish to have answered while there.	

BASIC DEFINITIONS OF TERMS

Page 80

Buddhism: religion based on the writings of Buddha

Christianity: religion taught by Christ

Confucianism: moral teachings of Confucius, a Chinese philosopher

Hinduism: religious and social system of the Hindus, native people of India

Islam: Moslem religion, founded by Mohammed

Judaism: religion of the Jewish people

paganism: worship of false gods, such as practiced by the early Romans and Greeks

primitive religions: religions of early man, such as Stone Age people

atheist: one who denies or disbelieves the existence of God or gods

agnostic: one who holds that the ultimate cause (God) and the essential nature of things are unknown or unknowable or that human knowledge is limited to experience

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Baptist: Protestant group whose central belief is baptism by submersion

Crusades: period of European history between 1100-1300 when Christian countries tried to recapture the Holy Land from Moslems

denomination: a religious sect or group

Huguenots: French Protestants

Lutheran: Protestant religious organization founded on principles of Martin Luther in Germany

Methodist: Protestant group founded on principles of John Wesley of England

Pilgrims: English group who wanted to break away from the Church of England and start their own Church, later became Congregational Church

Presbyterian: Protestant group characterized by government by elders, based on teachings of Calvin and Knox

Protestant Reformation: period in European history when Europeans broke away from the Roman Catholic Church, started basically at the time of Martin Luther (16th century)

Puritans: English group who wanted to purify the Church of England, settled mainly in New England

Quakers: religion founded by George Fox of England in the 17th century, brought to America by William Penn

Roman Catholic: religion based on teachings of Christ, headed by the Pope in Rome

haven: a place of shelter and safety

Moslems: religion founded by Mohammed, with Allah as the supreme deity

Holy Land: area of the Near East, home of Christ and His followers; Palestine; now divided between Israel and Jordan

Christians: followers of the teachings of Christ

Renaissance: the activity, spirit, or time of the great revival of art, letters, and learning in Europe during the 14th, 15th, and 16th centuries, marking the transition from medieval to the modern world

navigational: having to do with the art or science of directing the course of a ship or aircraft

exploration: the investigation of unknown regions

New England: northeastern states of the United States: Maine, New Hampshire, Vermon Massachusetts, Connecticut, and Rhode Island

Page 90

Bill of Rights: first ten amendments to the United States Constitution

circuit rider: early American preacher who traveled in the wilderness areas bringing spiritual guidance to frontier settlers

Constitution: the basic or fundamental law of our country; the supreme law of the la

First Amendment: established freedom of religion in our Constitution

parochial: related to the church, or limited to the parish of a church

religious liberty: principle that all religions have equal rights to freedom

separation of church and state: principle that our country has no official religion or church and that government must not interfere with religion of the people

tolerance: living in harmony with peoples of all religions

Page 92

Golden Rule: idea of doing unto others as you would have them do unto you

good will: concept of being willing to accept people in a spirit of friendliness, dignity and respect

moral values: those standards which relate to what is good

patriotism: loyalty and love of country

spiritual values: those feelings that are associated with the human spirit such as honesty, good will, patriotism, and morality

Page 94

cultural heritage: all the man-made things and the ideas that have been made a part of our daily life

fundamental skills: ability to read, write, and do arithmetic

inquiring mind: asking questions about things and ideas and seeking answers

public school: a school supported by tax money, open to everyone, and controlled by a school board

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authoritarian: relating to ideas of having to obey those in authority without questions

dictatorship: rule by one man or small group

indoctrination: teaching a belief or an idea

totalitarian: relating to government control of all areas of human activity

Page 98

compulsory attendance: requiring a person to stay in school until a definite age

curriculum: the courses of study at school

normal school: early name for college for training teachers

vocational school: relating to school that prepares one for work or career or occupation

electorate: refers to a group of persons who are eligible to vote

Three R's: refers to studying reading, writing, and arithmetic

Northwest Ordinance of 1785: a federal law that set aside land to build schools in the Northwest territory

Northwest Ordinance of 1787: a federal law that contained a section in its provision that promoted and encouraged education. It encouraged education and declared that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This stimulated public support for schools in the Northwest Territory.

Morrill Act of 1862: a federal law that provided that land be given the states to build agricultural and mechanical colleges

"turn of the century": refers to the end of one century and the beginning of another, such as from the 1800's to the 1900's

m

GI Bill of Rights: a federal law which provided educational opportunities for armed service volunteers of World War II and the Korean War

skilled worker: the worker who is able to use judgment and manual dexterity on a job

technology: the branch of knowledge that deals with the Industrial Arts. The term is also used to refer to new discoveries and advances made in science.

locally controlled: refers to policies and decisions about the schools determined by citizens of the area

school board: citizens elected to exercise control over a school system

superintendent: the chief official of a school system

administration: those school officials who head the schools such as superintendents or principals

teacher aide: person who performs non-teaching jobs in the classroom

grouping: putting students in classes of similar ability

extra-curricular activities: school activities that are outside the regular classroom work

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elementary: first six grades of a school system

homebound teacher: teacher who teaches a handicapped student in his home

junior college: first two years of education after high school

parochial school: a church operated school

private school: a school not in the public school system

preparatory school: a secondary school, generally private, that tries to prepare students specifically for college

psychologist: person in school system who deals with the causes of behavior in schools

secondary: grades seven through twelve

supervisor: an administrator in a school system who is concerned with improvement of instruction in a certain subject

visiting teacher: teacher who visits home of students with special problems in schoo

Page 104

financing: obtaining money to pay costs of schools

income taxes: money that the government takes from a person's money income for a yea

Department of Health, Education, and Welfare: a division of the executive branch of the government which specializes in the problems, activities, and proposed laws dealing with health, education, and welfare

National Defense Education Act: federal law which provides money to help schools in buying needed equipment

Office of Education: federal agency in Washington which assists local school system in their relations with the federal government (a division of the Office of Health, Education, and Welfare

educational projects: special activities relating to education or promoting a special type of training

underprivileged: denied the enjoyment of the normal privileges or rights of a society because of low economic and social status

culturally deprived: lacking in knowledge of the finer aspects of life because of low economic conditions

scholarships: the sum of money or other aid granted to a scholar

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minimum foundation: Florida's law which provides certain standards of education in each county in the state

sales taxes: taxes on goods and services that a person buys

State Department of Education: the division of the state government concerned with education

budget: an itemized allotment of funds for a given period

Page 108

millage election: a vote of property owners in a county on how much money they are to be taxed for the support of schools

property taxes: taxes on such things as homes and business buildings

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apprentice: a person who is a beginner in a trade, a learner

bachelor's degree: diploma awarded a person who successfully completes four years of college

career: occupation or work

cooperative education: school curriculum in which a person works part time while attending school

craftsman: a skilled workman

occupation: career or work

professional: occupation relating to a specialized skill such as a doctor or lawyer

skilled: able to use judgment and manual dexterity on a job

unskilled: requiring no special training, judgment or skill on a job

vocation: occupation or career

FREE SOCIAL STUDIES MATERIAL

UNIT TWO

Knowledge and Skills	20 min. film in full color, tells the story of the trade and industrial program in our public schools; how adults and high school students are taught skills and technical knowledge so important to our country's future. Association Films, Incorporated
Man's Three Basic Needs	This filmstrip depicts education as the key which unlocks the door on food, shelter, and freedom. It depicts the agencies of the United Nations which help the people of the world to attain these basics. The script is printed on the film. 45 frames United States National Commission for UNESCO
Source of Happiness	This filmstrip, in full color, shows that education is the source of the greatest happiness to the people of a Mexican village. United States National Commission for UNESCO

EVALUATION

I.

1. Confucianism was started in
   a. China
   b. Mexico
   c. India
   d. France

2. The ancient Greeks and Romans practiced which type of religion?
   a. Islam
   b. Buddhism
   c. paganism
   d. Judaism

3. Which of the following religions established the belief in one God and led to Christianity?
   a. Hinduism
   b. Judaism
   c. Islam
   d. Roman Catholicism

4. Which of the following countries were formed because of religious differences?
   a. Canada and the United States
   b. France and Germany
   c. Russia and China
   c. India and Pakistan

5. The period in history when people separated from the Catholic Church is called the
   a. Age of Exploration
   b. Protestant Reformation
   c. Renaissance
   d. Great Society

6. Religious freedom in the United States is guaranteed by the
   a. Constitution of the State of Florida
   b. Bill of Rights
   c. Declaration of Independence
   d. Monroe Doctrine

7. Which of the following is not a goal of the modern public schools?
   a. prepare you to earn a living
   b. teach patriotism
   c. help individuals achieve their goals in life
   d. teach the doctrines of the Baptist Church

8. The idea of free public schools was spread by
   a. Horace Mann
   b. George Washington
   c. John Smith
   d. Martin Luther

9. After World War II the federal government passed a law to provide money for veterans to continue their education. This was the
   a. Northwest Ordinance
   b. Morrill Act
   c. GI Bill of Rights
   d. National Defense Education Act

10. Which of the following phrases describes the federal government's present role in education?
   a. no interest in the field of education
   b. less active than 50 years ago
   c. increased aid to school programs
   d. complete control of all schools

II. Word Study

Renaissance
circuit rider
denominations
teacher-aide
teaching machine
Bill of Rights
public school
school board
parochial school
Golden Rule
superintendent
principal
millage election
electorate

_______________ 1. In the early days of our country, ministers who traveled from one community to another.

_______________ 2. The entire group of members who gather for worship in one church building.

_______________ 3. The person who is at the head of all our county schools.

_______________ 4. A group of citizens chosen to exercise control over local schools.

_______________ 5. A person hired to perform non-teaching jobs in the classroom.

_______________ 6. The period in history in which a renewed interest in learning occurred.

_______________ 7. The first ten amendments to our national Constitution.

_______________ 8. The idea of doing unto others as you would have them do unto you.

_______________ 9. A place of education that is operated by a church.

_______________ 10. An election where voters decide upon the amount of money they want to pay in taxes to support the schools.

III. Spelling

A. In each of the following groups of words, choose the correct spelling of the word and underline it.

1. a. denomenation
   b. denomnation
   c. demonination
   d. denomination

2. a. Christanity
   b. Chrestianity
   c. Christianity
   d. Cristianity

3. a. religoin
   b. religion
   c. riligion
   d. relijion

4. a. edication
   b. educashun
   c. education
   d. eduction

5. a. Constitution c. Constition
b. Konstitution d. Constetution

B. In each of the following groups of words, one is incorrectly spelled. Select the incorrect word and underline it.

1. a. apprentice c. vocation
b. carear d. occupation

2. a. secondary c. college
b. elementery d. high school

3. a. supervisor c. superintendent
b. teacher d. principle

4. a. Baptist c. Methedist
b. Catholic d. Lutheran

5. a. moral c. patriotism
b. spiritual d. budjet

IV. Short answer essay questions

1. What would you receive to indicate that you completed college?

2. What do you call a person who does not believe in a Supreme Being?

3. Name one religion that stresses a belief in one God.

4. Which amendment of the Constitution guarantees you the right to choose your own religious belief?

5. Who determines what courses in school you are required to take?

UNIT THREE

GROWTH OF BUSINESSES
(IN DOLLARS)
1958 1959 1960 1961 1962 1963 1964
US. ECONOMY

PERSONAL ECONOMICS AND THE AMERICAN ECONOMY

UNIT THREE

"Personal Economics and the American Economy"

The two major themes of Unit III, Personal Economics and the American Economy, present to the student concepts that should enable the student to understand more fully the varied make up of economics both personal and governmental.

Time allotment will be left to the individual teacher who is best qualified in judging the needs of a class. Instruction in both areas is of prime importance and should be dealt with in some degree of depth.

UNIT THREE

MAJOR TOPIC: Consumer Problems

BASIC OBJECTIVE: To understand some of the basic requirements in wise purchasing

TERMS TO UNDERSTAND

consumer

budget

impulsive buying

economy

obligations

income

expenses

TEACHING STRATEGY

Consumers can learn to buy wisely if they follow certain rules:

a. A consumer should have a reasonable set of values and standards and avoid impulsive buying.
b. A consumer should know that the true meaning of the word "economy" depends upon his own standards and tastes.
c. A consumer should exercise thought and judgment and review his obligations before buying.
d. A consumer should use a budget of his whole finances and avoid waste.
e. A consumer should consider future as well as present needs.
f. A consumer should keep accurate records of his income and expenses.
g. Taxes should always be considered in a consumer's budget.

SUGGESTED ACTIVITIES

At the beginning of this unit have the students make a list of the things they would buy if they were given $25.00 to spend. Have them include the price and the reason for buying the item. At the end of the unit give the same assignment. Compare the two lists. Discuss some of these in class to see how much the students have learned.

Have each student prepare a simple budget, using allowances and/or earnings as the income.

Ask the students if they pay taxes. See if they are aware that they do. If not, let them discover this by using simple examples of their purchases.

AIDS

The Turner-Livingston Reading Series, -- Follett Publishing Company -- *The Money You Spend*

Check your school library for filmstrips on economics. The Eye Gate Company has a series called "Fundamentals of Economics" that is good. Individual schools may have additional filmstrips.

MAJOR TOPIC: Consumer Problems

BASIC OBJECTIVE: To understand how a consumer can obtain maximum value for his money by wise purchases

TERMS TO UNDERSTAND

advertising

bargain

brand

discount house

end-of-month

end-of-year

"in-season"

TEACHING STRATEGY

How to Buy an Article

a. Price is important, but not the only consideration. Price does not always mean value. Prices should be compared before purchases are made, especially on expensive items.
b. Do not buy an article just because it is available. Purchase only if needed. This is especially true with "in-season" foods.
c. The quality of an article should always be considered. Price does not mean quality. Sometimes it is better to pay more for brand names.
d. Advertising can be both good and bad. Careful reading of advertising is necessary. Labels should be carefully read and care should be exercised in the selection of articles.

SUGGESTED ACTIVITIES	AIDS
Make a list of several items found in a grocery store, giving brand names and sizes. Have students who shop with their parents find the cost of these items in various stores. Use these prices to determine where it would be best to buy the items.	Your Life As A Citizen, pp. 477-480 Civics for Citizens, pp. 560-566 Civics for Americans, p. 473 SVE Filmstrip - Learning to Live Together Series, "Learning to Use Money Wisely" FAF 801-2R
Plan a field trip to the nearest farmer's market to see what the "in-season" foods are. Ask one of the employees to show you the prices of certain items at the beginning of the season, the peak of the season, and the end of the season. After returning to the classroom, use these prices to show how this affects the price you pay in the store.	
Have the students make a poster of familiar brands from magazines. What do they associate with these brands? Why is it important that the companies live up to their claims? What would happen if they did not?	Magazines
Have the students bring in advertisements from magazines and newspapers. Take these one at the time and let the students discover why they are good or bad.	
To illustrate that quality and price are not always consistent bring two towels to class--an inexpensive, thin one and a heavier, more expensive one. Let the students feel the items and determine why the heavier, more expensive towel would be a better purchase. (This could be done with almost any item. Each would have its own merits.)	
After a general introduction to this unit, request the students to keep a notebook in which they will keep a record in diary form of their personal spending. They are to note each expenditure they make and an explanation of the purchases.	Notebook
The use of Turner-Livingston Reading Series, "The Money You Spend" will be of great help in this unit.	Turner-Livingston Reading Series "The Money You Spend"

SUGGESTED ACTIVITIES	AIDS
For a short composition, student graded, ask the students to write their reasons for buying one object over another. The teacher should select two objects of equal value in price, but unequal in use and need at a given time for the question.	
Secure a class set of newspapers from the same city. Divide the students into groups and assign them "to shop" for special articles. After the groups have decided upon the purchases, they are going to make, have the groups report their findings to the class, telling why they selected certain articles over others. Teachers should assign a fixed amount to be spent by each group as well as stressing the idea of quality and quantity.	Newspapers
Taking a comic strip from a Sunday paper that deals with a "high pressure" salesman at the door, have the class take the parts and act out the story. As this type story deals with the purchase of an unwanted article, assign students a short composition on "How to Avoid Buying Unwanted Articles."	Sunday newspaper

MAJOR TOPIC: Consumer Problems

BASIC OBJECTIVE: To understand the characteristicsof advertising

TERMS TO UNDERSTAND

endorsement

commercial

slogan

publicity

sponsor

mail order advertising

testimonial

TEACHING STRATEGY

Advertising

a. Advertising is usually an attempt to sell by using printed words.
b. Some types of printed material include newspapers, magazines, flyers, billboards, and similar materials.
c. Radio and television commercials make use of more than the printed words, including singing, dramatizations, and cartoons. Color television is more effective than black and white television.
d. Mail order advertising is widely used. This includes "junk mail" as well as magazine and newspaper coupons.
e. Other forms of advertising include skywriting, airplane trailers, matchbook covers, coupons, stickers, testimonials, and free samples.

The use of advertisement affects our wants.

Advertisement is geared to certain ages and tastes. The use of words and pictures make people desire those things unknown to them.

The use of color in advertisement suggests the excellence of the product.

Certain words as well as proper colors are used to bring in the buyer.

SUGGESTED ACTIVITIES	AIDS
Make a display for the bulletin board showing the "junk mail" that comes through the mails during the week.	Your Life As A Citizen, pp. 477-480
Make a bulletin board display of popularly advertised products with their slogans or jingles.	
Have each student make a list of five of his/her favorite television programs and the sponsors. Just for the fun of it, see how many use the products. Did they start using this product as a result of the advertising? Is this a suitable sponsor?	
Make a display of supermarket ads from the local press, circling in red the good buys for the week.	
Discuss advertising techniques. List as many as possible. Include such things as cereal boxes that offer little cars, etc. Make a display of these techniques.	
Create the situation in which the students are to advertise an object for sale. Each student is to design an advertisement for the object. Each advertisement must contain a description of the object and must tell why the buyer should have it.	Poster paper
Display examples of advertising for two popular soft drinks. (Coke and Pepsi are ideal for this.) Ask the students to pretend that they have never had either one. Using the advertisements, assign the students to select the one they would try and give their reasons for the decisions. The decisions should be given in brief speeches. If a student should say something to the effect that "I like it better" he should be reminded that he has not tasted either one.	Coke ad Pepsi ad
Show the students several color ads that have had the words removed. As each is shown ask students to write their own opinion of the ad and what good caption would best describe the product. The teacher should create a few examples, using the wrong colors for a product such as a room done in the hot colors used as a backdrop for an air conditioner--Signs of heat instead of a blizzard to describe Fresca.	Magazines

SUGGESTED ACTIVITIES

Put three headings on the board -- Poor-Average-Good. List a group of words on the side that might be used in an ad. From the list of words have the students construct a selling description of a displayed object. After the description is completed have students list the words used under the proper headings as to their rank. Next, change some of the words to point out another aspect of the object that would tend to make the object less attractive. Have students list the words used under the proper headings. Lastly, change the words to show the product in a most unattractive light. Follow the same procedure as described above. Have students write or tell what they have seen happen to the product through the use of words.

TERMS TO UNDERSTAND	TEACHING STRATEGY
implied	Advertisers imply one product is better than another through the use of color and words.
advertisement	Advertizers seek to influence the public to buy certain products.
persuasion	Customers have outlets for registering complaints against businesses.

SUGGESTED ACTIVITIES	AIDS
Students may be assigned now to bring in examples of advertising where one product is implied to be better than another. Students should be expected to explain the ads to the class.	
Have the students do the suggested activities regarding "Don't Put Me On". After this has been done allow the students to break into groups and prepare various examples of each selling device. When they are presented, make the activity into a written exercise.	November 18, Scope
Do the exercise in the September 30 issue of Scope. The teacher's guide has listed several meaningful activities.	September 30, Scope
Have the students read "Action Line" to find various examples of complaints that people register against businesses.	Miami Herald, "Action Line"

MAJOR TOPIC: Consumer Problems

BASIC OBJECTIVE: To understand some government services and learn how they protect the American consumers

TERMS TO UNDERSTAND	TEACHING STRATEGY
agencies	1. Government Services- a. Agencies of the government have been formed to protect the buyer.
Food and Drug Administration	b. The Food and Drug Administration enforces laws that require goods to be labeled, telling the ingredients used and how much is found in the package.
Department of Agriculture	c. The Department of Agriculture is responsible for inspecting and grading meat. These grades are: prime, choice, good, commercial, utility, cutter, and canner.
Federal Trade Commission	d. The Federal Trade Commission is responsible for checking advertising to be sure that labels and claims are correct. This makes the producer more careful.
Health departments	e. Health departments have the job of policing eating establishments and food stores to make sure they are clean and the employees have no diseases.
prosecute defraud	f. The Post Office can prosecute anyone who uses the mails to defraud the consumer. The consumer must file the complaint.
Better Business Bureau	2. The Better Business Bureau helps by giving information about the sales ethics of companies.
complaints public relations	3. Complaints about goods or services may be registered to various companies.

SUGGESTED ACTIVITIES	AIDS
Bring several packaged or canned items to class. Let the students examine the labels to see if they are correct. See if any reference is made to a government agency. Why is it important to have these agencies?	Civics for Citizens, pp. 564-565 Civics for Americans, pp. 473-474
Have the students bring in labels from packages of meat showing that the meat was inspected and the grade.	
See if the students can remember any situations where a government agency caused a manufacturer to change a label or take something off the market. (Warnings on cigarette packages could be one example.)	
Ask the cafeteria manager to talk to the class about how, when, and why the cafeteria is inspected. Have her explain why health cards are important and show one as an example.	
Have a representative of the Better Business Bureau to come to talk about the help it can give the consumer. Following the visit the students should write a group thank you note to the bureau.	
Have the students write "Look Before You Leap" compositions about ways to avoid careless spending by using the various government services before buying.	
Have the students cite examples of situations where goods were purchased, but contained flaws. Let each, using Scope and English Grammar and Composition, write letters of complaint to the various companies. For those who do not wish to write, assign them the task of making telephone calls to the companies.	October 7, Scope English Grammar and Composition

MAJOR TOPIC: Consumer Problems

BASIC OBJECTIVE: To understand installment buying

TERMS TO UNDERSTAND

installment

credit

credit rating

interest charges

credit union

finance company

charge accounts

TEACHING STRATEGY

Installment Buying

a. Advantages of credit include:
   (1) The buyer can use the product while he is paying for it.
   (2) He can take advantage of sale prices.
   (3) He establishes a credit rating for future buying.
   (4) He can return goods from stores more easily.
   (5) Personal living standards can be improved.
   (6) Records of spending are easy to keep.

b. Disadvantages of credit include:
   (1) Interest charges make the item more expensive.
   (2) Things may be bought when they are not really needed.
   (3) Extravagant buying may be encouraged.
   (4) Credit rating will suffer if payments are not made on time.
   (5) A poor credit rating can hurt a person looking for a job.
   (6) Day-to-day or unexpected expenses often make it hard to make payments.

c. Consumers can borrow by:
   (1) installment buying
   (2) getting a loan from a bank
   (3) going to a credit union for a loan
   (4) going to a finance company for a loan

d. Some people use charge accounts for buying items. This is not installment buying. The full price must be paid each month, and no interest is charged. This type of buying is a convenience for the buyer.

e. Consumers are not always aware of the high cost of installment buying.

SUGGESTED ACTIVITIES

List the advantages of credit on an acetate and go over this in class, Then allow the students to explain them one by one, giving an example.

Make copies of a typical credit application and have students complete them. Go over each item and encourage the students to understand why each item is included.

Use an advertisement from a newspaper to show an item that can be purchased on the installment plan. Write the original cost on the board. Then figure the amount the purchaser would pay if the installment plan was used. Show the difference as the interest.

Have the Dean of Students talk on problems involved in lending lunch money to students.

On the chalkboard work problems showing the amount of interest paid when you "borrow" from the following places, using the given rates of interest.
- (a) appliance store (installment buying)--item costing $100 at the rate of 12% interest
- (b) bank loan of $100 at the rate of 6% interest
- (c) credit union loan of $100 at the rate of 6% interest
- (d) finance company loan at the rate of 9% interest

Let the students decide which would be the best method of "borrowing" money. This could also be done by using cartoon-type drawings on acetate.

AIDS

Your Life As A Citizen, pp.481-482

Kane, Elmer R. How Money and Credi Help Us, Chicago: Benefic Press, 1966, pp. 69-79

Richards, Isely, and Richards. We the People. Chicago: Benefic Pres 1964. pp. 347-350

Kane, Elmer R. How Money and Credi Help Us, Chicago: Benefic Press, 1966. pp.26-27

TERMS TO UNDERSTAND	TEACHING STRATEGY
credit	There are four basic credit plans.
installment	
interest	
credit rating	A poor credit rating can hurt a person's standing in the community.
barter	Often it is not necessary to pay money for goods or services desired.

ACTIVITIES	AIDS
Use "Know Your Credit" and follow the teaching guide for activities. As a culminating activity, use *The Newspapers You Read* and have the students compute interest and do the various exercises on the purchase of a television as suggested in the book	November 4, *Scope* *The Television You Watch*
Have a representative from the Credit Bureau come in and talk with the students about how people get poor credit ratings and the results of poor credit ratings.	
Have the students read "The Gift of the Magi" and discuss the use of barter in acquiring goods.	

MAJOR TOPIC: Consumer Problems

BASIC OBJECTIVE: To understand the ideals a person should seek as a consumer

TERMS TO UNDERSTAND	TEACHING STRATEGY
	Ideals for Consumers a. Consumers should constantly educate themselves about products and services. This may be done in many ways, such as educational television programs, certain newspaper articles and some magazine articles. b. A consumer should buy the things he needs after finding the best quality for the lowest price. c. It is the responsibility of the consumer to be well informed about products and demand honesty from the manufacturers. This is the way to continue to get good products for the money paid for an item.
quality	Quality and quantity must be considered when making purchases.
	Haste can make waste.

SUGGESTED ACTIVITIES	AIDS
Make a list of helpful hints that can be obtained from the Miami Herald "Dear Heloise" column and make a bulletin board display.	Miami Herald
Obtain copies of Good Housekeeping and make a poster of helpful hints for consumers.	Good Housekeeping
To emphasize the idea of quality buying and value of money, watch several students in the cafeteria to see what they select for lunch. Take one good and one bad example. Use an acetate (or magazine pictures) to show what can be purchased for the same amount of money. Let the students determine which of the two is quality buying and why. This can be used to teach good food selection also.	
Have the students bring in various brands of tomatoes in the regular sized can. Let the class compare weight, amount of liquid, and amount of tomato. Have them then discuss which can offers the best quality and the best quantity. Here the teacher should see if the students differentiate between the two words by having them write "Quality is ..." and Quantity is..." sentences.	Various brands of tomatoes Magazines
Let students write "Haste Makes Waste" compositions or poems in which they give examples of how they made unwise purchases.	

TERMS TO UNDERSTAND	TEACHING STRATEGY (POINTS OF EMPHASIS)
teen market	Teenagers are important to the consumer market.
survey majority availability	Often surveys are taken before articles are put on the market
	Articles are made available according to projected need.

ACTIVITIES	AIDS
Follow the teaching guide in the April 7 Scope for a motivation and activities on the article "The Teenage Explosion." As a follow up, have students prepare notebooks showing the effects of teenagers on the market--clothing, foods, magazines, vehicles, and other things on the market.	April 7, Scope
Have the students survey the students at school to see what new goods the majority of the students would purchase if produced. The teacher, here, should provide sample surveys for students to read. The mathematics teachers, also, should be called on for help.	
While on a field trip, have the students notice the various articles on sale, the number of each on display, and the price of each. Upon returning, have the students discuss the possible reasons for variations in number available.	
Have students compare newspaper ads for grocery items in terms of price, volume, and brand name.	Newspapers

MAJOR TOPIC: Family and Personal Budgeting

BASIC OBJECTIVE: To understand how the family obtains the money it spends
To understand the importance of a budget to you and a family

TERMS TO UNDERSTAND

budget

household gifts

income

luxuries

necessities

personal care

utilities

TEACHING STRATEGY

Family budgets begin with how a family gets its money.
The main source of income is gainful employment.
Families generally spend their income for:

- a. Food: about 35%
- b. Shelter: about 20-25%
- c. Clothing: A major share of the budget, but depends upon children in the family
- d. Insurance and savings: about 10%
- e. Church and health needs: about 7%
- f. Home furnishings: about 2%
- g. Transportation: about 2%
- h. Recreation: about 2%
- i. Taxes and miscellaneous: about 5%

A budget is a plan for spending and saving money.
Some advantages of a budget are:

- a. It helps to keep a family from getting into heavy debt.
- b. It keeps the family from wasting money.
- c. It spreads the money fairly to cover all needs.

Each family should make its own plan for spending money based on its income. Learning how to earn money and spend it wisely will enable you to afford life's necessities and many luxuries.

SUGGESTED ACTIVITIES

Have students keep a record of how they spent their allowances for one week. Ask them to check their list to see what items purchased were actually needed or not needed. Write the terms "Wise Buying" or "Foolish Buying" on the chalkboard and have students add to the column those items from their list which fall in these categories. This may lead into a discussion on "luxuries" and necessities.

Have students construct a budget using his own allowance or an assumed amount of money. Allow each child an opportunity to discuss his budget with other members of the class. Have the class criticize each other's budget.

Invite parents in or use teachers on the faculty who are parents to form a panel and discuss budgeting and how they do it. The class may have prepared in advance questions relating to family income.

Make a poster using pictures to illustrate how a family spends its money.

Make a list of things that you would do to cut down on the expenses of running the home if you were your mother.

Do you know of ways in which your family or a family you know waste money. Make a chart of "Ways to Waste Money."

Have a simple debate: "The Family Car: A Necessity or a Luxury."

There are some things parents pay to have done that you can do. Make a list of some of the things you know your parents pay for that you can do to help stretch the family's income.

Divide the class up into families of different sizes. Let the students take parts of family members, set up budgets, display on bulletin board and compare budgets.

AIDS

Your Life As A Citizen, pp. 475-476

Civics for Americans, pp. 474-475

Barclay, Marian. Teen Guide to Modern Living (Available in the Home Economics Department)

Make a transparency using the chart on page 475 in Civics for Americans.

"Money Management Kit" published by Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601. (This is a set of 12 books and 5 filmstrips on managing money in the home, available for $7.50)

Make a transparency of the suggested outli of a student's budget from page 562 in Civics for Americans for demonstration purposes.

SUGGESTED ACTIVITIES	AIDS
From old magazines or newspapers cut out pictures and make a poster showing "luxuries" or one showing "necessities". In discussion, let the students explain why the items they have chosen are a necessity or a luxury.	
Read Chapter 1, "Mama and Her Bank Account" slowly to the students. After the initial reading, go back over the selection and have the students list the family budget as stated in the selection. Discussion of this selection should lead the students to see how the family avoids debt and waste in time of emergency. A short paper on Mama's last statement should be assigned. Another topic might be "What Has Your Family Done to Help You?"	Forbes, Kathryn, Mama's Bank Account
Assign students to write a poem entitled "My Budget and I". These might be printed and bound into book form for the class library. Encourage students to illustrate their poems with original drawings.	Printing press
Poems, short stories, or dramas as well as nonfiction compositions may be used effectively throughout this section of the unit to strengthen the concepts and reinforce the basic language arts skills. All the assignments should be original and printed for use by other classes. Copies sent to other schools could be mimeographed and would offer good material for their use.	

TERMS TO UNDERSTAND	TEACHING STRATEGY
	Necessities must take priority over luxuries.
	Home life can be improved without the use of money.
employment	Teenagers can solve many of their financial problems through obtaining income themselves.
agency	Students can organize to form their own employment agencies.
overdrawn	Certain responsibilities are coupled with the use of checking accounts.
interest	
balance	
savings	

ACTIVITIES	AIDS
Have the students watch "The Beverly Hillbillies" and cite examples of changes in living conditions and money spent. Here students can differentiate between luxuries and necessities.	Television
Have the students read "Half a Gift" and write a composition on "Life Can Be Improved Without Money".	
Have various students read the articles in Scope, October 14, 1966, November 11, 1966, April 28, 1967 December 9, 1966, January 13, 1967 and form a panel to discuss "Jobs: Where Are They?"	Scope October 14, 1966 November 11, 1966 April 28, 1967 December 9, 1966 January 13, 1967
Have the students write Youthpower 80 North Plankington Avenue Milwaukee, Wisconsin for information on how they can form such a group.	
Give each student a fixed amount of "money". Have them write "checks" to pay for classroom supplies--paper, pencils, etc. Also, devise a savings system which pays interest. At the end of a week let the students relate problems and learning situations.	

TERMS TO UNDERSTAND

allowance

check

checking account

deposit

endorsement

savings

withdrawal

TEACHING STRATEGY

A student can use a budget for his personal needs.

A student can earn his own money or add to his allowance
- a. girls can babysit
- b. boys can wash cars and mow lawns

A student does receive allowances or some form of income.

Savings started early can be useful for providing future needs.

Our economic system is based on the principle of checks.

SUGGESTED ACTIVITES

Find out how many students have jobs. Have them talk about how the money they earn is used (to help at home or for personal uses). Have them make a list of odd jobs they can do to earn money.

Secure blank checks and deposit slips from the banks. Have students gain experience in writing checks and making out deposit slips. If there are students with checking accounts, permit them to talk about the use of their checking accounts and how it aids them.

Find out how much your students spend on ice cream, candy, or pop each day. Have them determine how much money they would have in savings if part of this money were put into a savings account. For example: A pack of gum a day at five cents adds up to $18.25 per year.

Have students make their own banks. At the beginning of the year, have students to put small amounts in their banks left over from leaving off an item such as ice cream at lunch. Let them watch their money grow. In this unit, they may decide upon something they want that their parents can't afford for them. Have them realize that one way of providing a future need or desire is through saving.

First Federal Savings had in many schools a "school savings plan". If these services are available in your school, have each student open up his own savings account. If these services are not available, check into the possibility of securing these services for your class.

Secure a shoe box and place it in the room labeled "Money Problems". Have students write problems they may have or their friends may have regarding money. An example of such is "I am 12 years old. My parents cannot afford to buy for me the doll that I want. What can I do to get it?" Select a panel of students and allow them to pretend they are experts on finances, to present solutions to the problems.

AIDS

Local banks can supply free materials.

Arnold, Pauline. Money: Make It, Spend It, Save It. (a library book)

Margolius, Stanley. How to Stretch Your Money. (This is a Public Affairs Pamphlet. Check your library for others that might be useful.)

Civics for Ammericans, pp. 443-444

Your Life As A Citizen, pp. 483-485

Kane, Elmer. How Money and Credit Help Us. Chicago: Benefic Press, 1966. (Available at the Project GAIN office)

Civics for Americans, pp. 560-562

SUGGESTED ACITIVITIES AIDS

Poll the class to determine how many have savings or checking accounts. Have them share with the class information on how they established them. Answer such questions as: How much does one have to have to open an account? Can money be withdrawn from the account at any time? Is this a free service?

A bank employee or official may be invited into the class to discuss the advantages of savings and why it is wise to bank your money in either savings or checking accounts. You may also arrange a trip to a bank to observe its operation.

Make a bulletin board display of the different forms of checks used by a local bank. Include regular, special, travelers, and cashiers checks.

In this unit, be sure to place stress on the fact that budgets and banking are not activities of only upper and middle classes of people. Budgets should be made regardless of the size of the income. The size of a student's allowance does not mean that he cannot save.

TERMS TO UNDERSTAND

excise tax

fee

income tax

license

property tax

sales tax

tax

tax return

TEACHING STRATEGY

Taxes are part of the prices of goods. Taxes are a part of a budget. Major taxes include:

a. Income tax is a tax that is determined by the amount of your income. It is the major source of income for our federal government.
b. Excise taxes are taxes we pay indirectly on goods or services produced in this country. They are referred to as luxury taxes.
c. Property taxes are taxes we pay on houses and property. It is the major source of local income.
d. Sales taxes are placed on many goods that you buy. Florida has a 3% tax on all sales except medicine and food.
e. Licenses and fees are a form of taxation, such as driver's licenses. Fees are paid for government services such as automobile registration.

There is a correct way to file income tax statements. The amount to be paid is determined by individual exemptions, income, and deductions.

SUGGESTED ACTIVITIES	AIDS
Clip and mount headlines from your newspapers for the past week dealing with projects--state, local, or national--which will require tax money to complete.	Your Life As a Citizen, pp. 282-289
Collect for the bulletin board as many items related to taxes, such as a driver's license or any other kinds of licenses, an income tax form, tax receipts, etc.	
Poll the class to see how many students pay taxes. If some say they do not, have them become aware of this by examining items they have purchased that cost fifteen cents and they had to pay sixteen cents.	
Collect pictures of items that we pay sales taxes on. Make a poster of these items. The same thing may be done for items on which there are excise taxes.	
How much do you estimate that your parents pay in taxes each week? Make a graph showing amount spent for the various kinds of taxes. Discuss how this affects your family budget.	
Read and do the exercises on "Facts About Tax". Have them fill out the tax return. The mathematics teacher can be of great help here. The teacher's guide has a good suggestion for a panel on "Where Tax Money Goes".	Scope, April 7, 1967 Mathematics teacher

MAJOR TOPIC: **Saving for Future Protection**

BASIC OBJECTIVE: To understand how a person can save money in different ways.

TERMS TO UNDERSTAND	TEACHING STRATEGY
savings	1. Savings institutions are a major part of the banking business.
	2. The part of the income that is put aside and not spent is called savings.
	3. Some savings plans include:
commercial bank	(a) Commercial banks which have savings departments. They pay a low interest rate.
Christmas Clubs	(b) Christmas Clubs are savings plans for a year, but no interest is paid.
Savings and Loan association mortgages	(c) Savings and loans banks pay higher rates of interest, but they do not have checking accounts and other banking facilities. They loan money for mortgages.
credit union	(d) Credit unions make it easy for members to borrow and pay a higher rate of interest on savings.
	(e) The following things should be considered when saving money: (1) Is it in a safe place? (2) Is it earning the highest rate of interest? (3) Is it available if it is needed?

SUGGESTED ACITIVITIES

Invite a local bank employee to the class to explain how the savings programs work. (Many times the banks have small banks to give children. See if the bank will furnish one for each student.)

If possible, try to arrange a savings program with one of the local banks. Study the passbooks so the students will understand how they work.

Prepare a bulletin board display of reasons for saving money. It might include magazine pictures of a new home, car, camera, record player, or almost anything. In a class discussion let the students explain why these criteria should be considered when saving money.

"The Ant and the Grasshopper" may be worked into a meaningful activity at this time. The fable promotes the ideas of a savings institution and insurance. The students may read the fable individually and work independently upon the various projects suggested. After reading the students may:

(a) Create other fables dealing with the same theme. These may be written either in prose or poetry.
(b) Draw cartoons of various instances depicting the story and write captions for each.
(c) Prepare an original drama using humans as characters in a present day setting.
(d) Illustrate the story, read and prepare it in serial form with the necessary dialogue.
(e) Write compositions in which they apply the story to their own lives.

AIDS

Your Life As a Citizen, pp. 483-486

Civics for Citizens, pp. 556-560

Richards, W. Marvin, Isely, Bliss and Richards, John M. We the People, (2nd ed.) Chicago: Benefic Press, 1964 pp. 321-324, 349, 354-356

Filmstrips

FS-339.4 "Directing Your Dollars"
FS-339.4 "Dollars for Security"

"The Ant and the Grasshopper"

MAJOR TOPIC: Saving for Future Protection

BASIC OBJECTIVE: To understand what insurance is and how it benefits the people

TERMS TO UNDERSTAND	TEACHING STRATEGY
insurance	1. Insurance is a form of protection against possible accident or disaster. It is not always used, but it is better to be "safe than sorry".
	2. Some types of insurance include:
life insurance policy survivors	(a) Life insurance--this is one of the most common forms of insurance. There are many types of insurance policies, but the main purpose is to provide money for the survivors.
	(b) Medical insurance is used to help pay doctor and hospital bills.
	(c) There are two major types of automobile insurance. One type helps you if you are involved in an accident and the other protects you if your car is robbed or damaged in some way.
homeowners insurance	(d) Homeowners insurance is used to protect against damage to the home, such as fire, storm damage, or theft.
mortgage insurance	(e) Mortgage insurance can be purchased that will pay for the home if the breadwinner dies.
personal property insurance	(f) Personal property insurance is an insurance used to protect against theft or damage to items of value, such as clothing, typewriters, jewelry, etc.
	3. Some types of insurance can be considered as a way of saving money.
	4. There are many types of insurance that do not require policies. They are extremely important and often save money.
	5. School insurance offers protection to students.

SUGGESTED ACTIVITIES	AIDS
Make a list of proverbs related to the idea of it is better to be "safe than sorry". Parents can supply many of these. Some might include: (1) "An ounce of prevention is worth a pound of cure." (2) "A stitch in time saves nine." Show how these apply to insurance benefits.	Your Life As A Citizen, pp. 486-488 We the People. pp. 356-357 Civics for Americans, pp. 429, 424,444-445, 447
Have students work in pairs to produce cartoon drawings and captions illustrating the "haves" and "have nots" for each type of insurance.	
Take a field trip to a hospital. Tell the students to notice the types of equipment, employees, etc. When you return to the classroom, list as many of these as possible. Use this to show that running a hospital is very expensive. Patients must pay this cost and this causes hospital care to be expensive. Prepare a typical hospital bill. Let the students see how much would be paid by hospitalization insurance. Then let them decide whether or not it is better to have insurance.	
Discuss the hurricane season. Have students tell how they spent the time during the last hurricane. Was there any damage to your home? Did you have insurance to cover the damage? If not, what problems arose?	
Use newspaper clippings to show examples of recent robberies. Disaster can strike anyone. Discuss how insurance could help the people who are robbed.	Current newspapers
Try to stimulate thinking in this activity. Ask the students to think about television commercials or other advertisements as well as personal experiences to get examples of other types of insurance. These could include such things as: (1) brushing your teeth to prevent cavities (2) painting metal to prevent rust (3) putting up storm shutters before a hurricane (4) carrying an umbrella if it is cloudy This could be fun and lead to posters and displays.	

SUGGESTED ACTIVITIES	AIDS
Have the students read their school insurance forms and list the types of protection that is covered.	School insurance forms

MAJOR TOPIC: Saving for Future Protection

BASIC OBJECTIVE: To understand the meaning of Social Security and how it works

TERMS TO UNDERSTAND

Social Security

disabled

retirement

aid to dependent children

workmen's compensation

TEACHING STRATEGY

1. The Social Security program is operated by the Federal Government.
2. Social Security benefits those who are disabled or unable to work, unable to care for themselves, or have reached retirement age.
3. To pay for this program, both the worker and his employer must pay about 4½% of the worker's salary.
4. Men can retire at 65 years of age and women can retire at 62.
5. Florida requires all eighth-grade students to apply for a social security number. These numbers are used for identification purposes in the ninth-grade testing program.
6. The Federal Government works with the state government to provide aid to dependent children. This is a major problem where many children have no legal or resident male parent.
7. Workmen's compensation laws of the states provide medical care and financial help to those injured on the job. Employers must carry this insurance on their employees.

SUGGESTED ACTIVITIES	AIDS
Draw a chart (or an acetate) of the Social Security System (as explained on p.42, *Your Life As A Citizen*) for showing how the system works.	*Civics for Citizens*, pp. 362-366 *Civics for Americans*, pp. 317,447-449 *We the People*, pp. 357-358 *Your Life As A Citizen*, pp. 43-44
Ask a representative from the Social Security Office to speak to the class about how the program works, how social security numbers are used, etc. Have the students complete the application for numbers.	
Plan a field trip to the state welfare department to see the various agencies within the department. Also check to see which are completely state-supported and which are jointly supported by the state and federal government.	*Civics for Americans*,pp. 246, 360, 411, 488, 448

MAJOR TOPIC: Saving for Future Protection

BASIC OBJECTIVE: To understand how pension plans, government bonds, and other savings plans work

TERMS TO UNDERSTAND

labor union

pension

savings bond

beneficiaries

co-operatives
condominiums
mobile homes

stocks

real estate

TEACHING STRATEGY

1. Many companies and labor unions provide pension plans for the workers. These usually are in addition to the Social Security System and make retirement easier for the worker.

   Public employees, such as firemen, policemen, and teachers have retirement systems. These may be a combination of social security and retirement or just retirement.

2. Government savings bonds may be used as a type of savings or retirement. The cost can be deducted from the salary. These bonds can be replaced if lost, can be cashed when needed, are safe investments, and have beneficiaries listed. The interest rate is low.

3. (a) Home ownership is a form of investment or savings for the future.
   (b) There are many types of homes. Some are: single family dwellings, co-operatives, condominiums, and trailers or mobile homes.

   (c) Some rules for determining how to buy a home include:
      (1) Location--near shopping centers, schools churches, etc.
      (2) Cost--in relation to income
      (3) Size--determined by family needs
      (4) Modern conveniences
      (5) Condition of neighborhood
      (6) Age of building and condition
      (7) Recreational facilities in the area

4. Some people invest their extra money in other ways. Some of these include:
   (a) Stocks--shares in companies
   (b) Real estate--rental property

These programs are not as safe as other savings plans.

SUGGESTED ACTIVITIES	AIDS
	Your Life As A Citizen, p. 292 Civics for Americans, pp. 449-450, 441-443, 444-445
Draw a poster of a Series E savings bond to show the main parts of the bond.	
Have students draw pictures and explain what they consider the ideal home.	
Have the class clip tips for homeowners from weekend newspapers and magazines. Use these for a poster or bulletin board display.	Newspapers and magazines
	We the People, pp. 309, 356 Your Life As A Citizen, pp. 438-442 Civics for Citizens, pp. 473-476

PART II - THE AMERICAN ECONOMY

MAJOR TOPIC: The Free Enterprise System

BASIC OBJECTIVE: To understand some of the major features of our economic system

TERMS TO UNDERSTAND

capitalism

competition

free enterprise

private property

profit

standard of living

invest

TEACHING STRATEGY

1. Our economic system permits individuals to make money and use this money to make more money without limitations.

2. Freedom is an important feature of our economic system. Individuals are free to think, act and try something new.

3. Competition is the most important feature of our American economy system. It causes men to continue to search for better ways to make things, sell things, and keep prices lower.

4. The right to own property is an important feature of our American economic system. Individuals can own land, cars, homes and public utilities.

5. For our economic system to work well, people must trust each other. Honesty is an important feature of our economic system.

SUGGESTED ACTIVITIES	AIDS
Ask if any student's parents own a business. If so, ask them about methods they use to compete with neighboring stores.	Your Life As A Citizen, pp. 405-412 Civics for Citizens, pp. 465-469
Select a Thursday paper and using the section that advertises weekly specials in the stores, choose like items and compare prices at the various stores advertised. Note differences in prices and quality of sales items. Note the ways in which stores advertise to attract customers.	Film "Economics of Democracy", 27½ min. Association Film
Draw cartoons showing dishonest practices used by businesses to promote their products.	
Some students engage in the sale of many items, such as snowballs, peanuts or mangoes in the neighborhood. Using this as an example, show how this can be free enterprise.	
Survey your community. Find out who owns the stores and if possible, find out how they compete with other stores.	
Have students dramatize a salesman trying to sell someone something in the home.	
Invite some parents or grandparents of the students in to talk about the "good old days". Use this to show children how our economic way of living has changed.	
It is suggested that the teacher, use the "Two Roads to Greatness" throughout the remainder of this unit and adapt a very general concept of free enterprise to the lives of the men in the anthology.	Gateway English --Two Roads to Greatness
Various activities in the social studies section may be joined with this approach by using the two men as symbols for the greater concept of the nation-wide idea of free enterprise.	

TERMS TO UNDERSTAND	TEACHING STRATEGY
individual	6. Our economic system gives individuals the opportunity to earn money.
	7. By performing separate jobs, the people of America work together.

SUGGESTED ACTIVITIES	AIDS
Have the students choral read "A Nation's Strength".	*Adventures Ahead*
Let the students illustrate, in booklets, the idea that all Americans profit from and work for free enterprise in our economic system.	
Read, as the students follow in the text, the selection from "Listen to the People". Next, have the students list the number of services that their parents perform for others through their separate jobs.	*Adventures Ahead*

MAJOR TOPIC: The Communist System

BASIC OBJECTIVE: To understand how our economic system differs from a communistic system

TERMS TO UNDERSTAND

central planning

Communism

socialism

TEACHING STRATEGY

1. Communism is based on the idea of governmental control of the means of production and distribution.
2. A small group in Moscow determines what the country shall produce, the prices of everything and how much.
3. Planning in the Soviet Union is based on the needs of the government, not the people.
4. Communism is against capitalism, thus all economic information is kept secret.
5. In a communist country an individual may own such things as clothes, food, and possibly a car.
6. In a communist country an individual cannot own factories, stores, buildings, land, farms, and industries.
7. A basic weakness of the Russian system is that it cannot produce enough food to feed its people. There is a great shortage of meat, butter and fruits.
8. Prices are low in the Soviet Union, but there is little to buy.
9. The Russian standard of living is low and most people live in small two-room apartments.

SUGGESTED ACTIVITIES

Have students draw cartoons to compare the two economic systems.

Have students cut pictures from old magazines of things they may own in America and things they may not own in a communist country. Use this to point out differences in the two systems.

Have students make a chart listing advantages of our system and disadvantages of the communistic system.

Write the phrase on the chalkboard--"Behind the Iron Curtain". Have students give their interpretation of what they think it means. Use this to show why we don't get too much accurate information about Russia.

AIDS

Civics for Americans, pp. 466, 469

Your Life As A Citizen, pp. 408, 411-41
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MAJOR TOPIC: Using Goods and Services

BASIC OBJECTIVE: To understand that the important goal of our system is to satisfy individual needs and wants
To understand how the supply of and demand for goods causes prices to change

TERMS TO UNDERSTAND

deflation

inflation

price

supply and demand

free enterprise

competition

price

wages

labor

production

TEACHING STRATEGY

1. Individuals engaged in business who can satisfy the needs and wants of the people make a profit.

2. Freedom to choose any type of business you desire to operate is an important feature of our system.

3. Our free enterprise system allows prices to be determined in the market place. People will pay the lowest prices for goods.

4. Prices are affected by the supply of and demand for goods and services. If the stock of goods is great and the demand is low, prices go down. When there is a shortage of goods and the demand is high, prices are high.

5. Inflation will occur when a lot of money is in circulation and fewer goods are available to buy. Deflation will occur when there are too many goods to buy and not enough money available to buy these goods.

SUGGESTED ACTIVITIES

Using a balloon, try to help students understand the terms "deflate" and "inflate".

Make a transparency showing the causes of inflation and deflation. Use this to explain the causes to the class. After this, have students find pictures that will illustrate a cause of inflation or deflation. Make a poster for display.

Using the same activity above, discuss the effects of inflation and deflation.

Students know that a dollar is worth 100 pennies. Secure 100 pennies and make up some activities that will help the students to understand how the value of a dollar changes. For example: At one time bubble gum was two pieces for one penny; again one piece for one penny; now one piece for two pennies. Using such activities, have students figure how much they could buy for a dollar at each period.

Survey the class to find out where their parents shop for groceries. Find out why their parents have chosen a particular store. Report to the class.

Have students think of items that they purchased in which the prices have changed recently, such as candy bars now cost a dime, certain cafeteria items at school have changed. Use this to show how our system allows prices to be determined at the market places.

Invite some parents in to talk about problems they have to stretch the dollar to meet the rising cost of living.

Using old magazines and newspapers, find pictures of articles that the prices have changed on to show how prices are steadily rising, for example: "a can of soup then--a can of soup now." You may be able to collect some items from your parents or grandparents to bring to

AIDS

Your Life As A Citizen, pp. 447-448

Civics for Americans, pp. 479-482

SUGGESTED ACTIVITIES	AIDS
class and talk about what was paid for it when purchased.	
Survey the class to find out if they have ever been to a store before a hurricane hit and the time it is announced. Have them talk about what people buy and how the demand for items affects prices at the stores. Use this as an opportunity for the students to talk about "panic buying".	
Give students a specified amount of money in which to shop for the family to buy food for a week. Have them make a chart showing how many items they will be able to buy during an inflation and how many during a deflation. Students who like to draw may want to draw cartoons to illustrate this.	
To avoid over production of many commodities in our country, the government gives the surplus items to schools. Find out from your cafeteria manager what items she receives by this method. Make a list of these items on a chart for display.	
Have the students list the goods that they can produce for sale, list them and survey the school market to see what would be most popular. Then, let the students produce some of these goods for selling. Prior to selling, let the students use labor, profit, and production costs in deciding what prices should be charged for each item. This activity can be a long-term one culminating when all goods are sold. At the end of the activity the students can then involve themselves in an evaluation of the project in terms of what items were too costly, not in great demand, too difficult to make, etc. Goods to produce: wallets, belts, purses, bookbags, belt buckles, head bands, etc.	Art, Industrial Arts, Home Economics and Mathematics teachers

MAJOR TOPIC: Making What We Want

BASIC OBJECTIVE: To understand that to produce what Americans want requires a large amount of men, money, special techniques, and materials
To understand how more machines will be used in the future to produce things we want

TERMS TO UNDERSTAND

assembly line

assets

automation

capital

employee

employer

manager

mass production

assembly line

production

automation

TEACHING STRATEGY

1. Capital is the money needed to buy the things for production.
2. To produce goods, producers need materials and workers.
3. Workers are employees who are paid wages to produce goods.
4. Production of goods requires managers who make decisions on:
    (a) what to produce
    (b) what price to sell
    (c) how many workers to hire
5. Profits determine how well a company is doing. A company can grow and make money or it can lose money and go out of business.
6. The advancements of the past influence our advancements for the future.

SUGGESTED ACTIVITIES

Have students look up information on automation and give a report to the class on how things will be produced in the future. Have them collect from the comic section of the newspapers the "Strange As It Seems" strip. From these view ideas of some suggestions for future productions. Have the class draw up some ideas of things they would want to have produced today.

Have students make a list of jobs that at one time were done by indiduals and are now being done by machine. Stress how the use of machines will increase in the future to produce desired goods and will require skilled workers.

Have students view the "Jolly Green Giant" commericals on T.V. that illustrate how assembly lines work. Show how these lines lead to specialized skills.

With some activity suggested in the unit, have students form their own assembly line to complete an activity.

Arrange a field trip to some factory or industry in Broward or Dade County. Have students observe the people at work. A garment factory in Miami (Mr. Dino, Caressa Shoe Factory, etc.) may be good for showing assembly lines.

Try to stimulate thinking in this activity. Make an acetate of the quotation of Thomas Edison in the illustration on page 472 in Civics for Americans. Have students submit their own answers to the questions asked.

Divide the class into groups and have them look up information on the 1960 census showing how much the United States produced in regard to the following:

automobiles
refrigerators
T.V. sets
houses

AIDS

Civics for Americans, pp. 470-472

Your Life As A Citizen, pp. 413-418

Films:

F-639 - "New England Fisherman", BW 10 mins.
F-978 - "Wheat Country", BW 20 mi
F-917.4 - "Northeastern States", 1
F-917.5 - "Northwestern States", B 10 min.

Filmstrips:

"The Face of the Land", Life Magaz

"Story of Coal, Oil, and Uranium," Yale Press

"Story of Iron and Steel", Yale Press

"Story of American Industry", Yale Press

"New Frontiers, New Opportunity, New Industry", S.V.E.

SUGGESTED ACTIVITIES

washing machines
steel
coal
oil
wheat
cotton
tobacco
sugar

Let them make a chart showing this information for display. This activity will give the student some idea of "mass production".

Have the students read about Ford's pioneering in assembly line production and automation. Let them write a playlet about the two.

Let each student describe the city of the future. "The Twenty-first Century" featured on television might be useful as a reference.

MAJOR TOPIC: Distributing What We Want

BASIC OBJECTIVE: To understand the importance of transportation and communication facilities to the distribution of goods

TERMS TO UNDERSTAND

canal

communication

interstate

retailer

transportation

turnpike

wholesaler

TEACHING STRATEGY

1. Producers transport their goods by railroads, trucks, planes, barges, and ships.

2. People transport themselves by automobiles, busses, subways, trains, and planes.

3. In communication, the telephones, the telegraph, radio and television, and mail facilities are used for advertising purposes.

4. Some goods are bought in large quantities and stored to be sold to stores.

5. A retail store sells goods to the public.

SUGGESTED ACTIVITIES

Have the students describe their first bus, train, or plane ride. If the majority of the students have never ridden on any transport facility, plan a field trip to provide them with one of these experience.

Go about your home and make a list of items in your home and where they were made. Bring to class and discuss how transportation facilities make it possible for you to have these things.

Go to several large stores in your area and look at the prices of several articles. Compare the prices of the articles at the various stores. Report to the class why these differences exist.

Many stores manufacture their own brands of certain items that they sell at cheaper rates. Make a list of some "brands" used in certain stores in your area, such as "Deep South" products of Kwik Chek Stores. Compare this with a similar brand to show what factors influence prices.

Have students visit the "Farmers' Market" in Pompano. Let them observe the operation of what happens to a vegetable from the field to the transport trucks and trains.

Plan a bulletin board display of the various means of transporting goods to the consumer.

Field trips to "Port Everglades" or the Airport will show goods being transported by ships and planes.

On an outline map of the United States draw the important cross-country highways. Indicate major ports and air fields.

Have members of the class bring in models for a classroom display of airplanes, ships, and trains.

AIDS

Your Life As A Citizen, pp. 415-416

Civics for Citizens, pp. 524-546

Films:

F386 - "Great Lakes--Highway of Commerce", BW, EBF

F330 - "Distributing America's Goods", BW, EBF

F385 - "Steam Age--History of Transportation - Part I", BW, 16 min. EBF

F385 - "Gasoline Age--History of Transportation - Part II, BW, 16 min. EBF

Filmstrips:

"Communication in the United States", Yale Press

"Transportation in the United States", Yale Press

"Transportation: Horseback to Jet" Life Magazine

MAJOR TOPIC: Money and Banks

BASIC OBJECTIVE: To understand what money really is and how it derives its values
To understand the role of banks in our economy

TERMS TO UNDERSTAND

barter

coin

legal tender

medium of exchange

counterfeit

standard of value

TEACHING STRATEGY

1. Before money, barter was the principal means of exchange. Barter is trading one thing for another.

2. In trading items, it was difficult to determine value. This problem gave rise to an idea of a standard of value.

3. A standard of value gave rise to a medium of exchange.

4. Money is often called a "medium of exchange". It is something that can be used to buy goods and services.

5. In our country bills and coins are always accepted in payment when something is purchased.

6. The use of money created a need for a banking system.

7. The establishment of banks led to credit. Much of our present economy is based on credit.

8. Banks are our biggest lenders of money.

SUGGESTED ACTIVITIES

Survey the class to find out how many have "swapped" toys or other items with their friends. Use the class responses to explain barter. Have the students to list reasons why the system would not be a good system to use today.

Have students make a poster showing early forms of money used by mankind.

Assign a committee to look up the monetary units of other countries, such as the franc of France. Make a chart of these for display.

Have students collect as many foreign coins as they can. Compare these coins with our American coins.

Involve the class in a discussion of "What Is Money" and of what value it is.

Ask students to find out the names of the persons whose portrait appears on a certain denomination of paper currency, such as $1.00, Washington.

Draw a series of cartoons to show the difficulties of using the barter method with some of today's goods and services. For example, a student may assume the role of a newsboy and is out making his monthly collections.

Invite a bank official into the classroom to talk to the class on how to detect counterfeit money. Ask him to show samples. After the talk have the class make a poster on ways to detect counterfeit money.

AIDS

Your Life As A Citizen, pp. 443-449

Civics for Americans, pp. 550-560

Know Your Money by the United States Treasury Department, Government Printing Office. (This booklet tells about money and how to detect counterfeit money.)

Films:

F-332.4	"Story of Our Money System", 11 min. BW, Coronet
F-332.1	"Using the Bank", 10 min. BW, EBF

MAJOR TOPIC: Labor Unions

BASIC OBJECTIVES: To understand what labor unions are, how they were started, and what they do today

TERMS TO UNDERSTAND	TEACHING STRATEGY
labor unions	1. Before labor unions were formed, people took care of themselves. Most people were farmers and the businesses were small.
craftsmen	2. After 1776 local craftsmen such as tailors and shoemakers united for protection.
American Federation of Labor	3. As the businesses grew the local unions joined together. The American Federation of Labor, one of the oldest unions, was formed in 1880.
	4. Industry grew and more unions were formed.
AFL-CIO	5. Today the major unions are united under the AFL-CIO.
	6. Unions have solved many problems for workers, such as better working conditions, salaries, and pension plans.
	7. Unions are very powerful and can cause problems for the government.

SUGGESTED ACTIVITIES

If possible, invite a local labor union representative to speak to the class about how the unions help the workers.

See if there are any parents who are union members. If so, assign homework for the students. Ask them to find out as much as possible about the union, and report to the class. Information to seek should include:

(1) type of union
(2) Is union membership a "must" to get a job?
(3) What are some of the advantages of union membership?
(4) What are some disadvantages?

AIDS

Your Life As A Citizen, pp. 452-47

Civics for Citizens, pp. 493-502

We the People, pp. 310-313

MAJOR TOPIC: Trade With Other Countries

BASIC OBJECTIVE: To understand the importance of world trade

TERMS TO UNDERSTAND

export

import

TEACHING STRATEGY

1. The United States is the leader in world trade today. We export $25 billion, and import $20 billion worth of goods.
2. Nations throught the world trade with each other because countries do not produce all the things they need.
3. Some of the goods we import are coffee, tin, rubber, tea, nickel, silk, and bananas.
4. Some countries produce only one major crop. This is usually a disadvantage for the country.
5. Political situations in the world affect world trade. Some of our trade has been hurt because of the spread of communism.
6. During a war our world trade is limited. When we cannot get the goods we need, substitutions must be made.

SUGGESTED ACTIVITIES

Make a list of goods we import from other countries, and the country from which it came. (Volkswagens--Germany; coffee--Brazil,etc.)

Use pictures cut from magazines or drawn to show the major exports from each country.

Plan a field trip to Port Everglades to see a cargo ship from a foreign country unload its cargo. Where did the goods originate?

Make a list of the foods eaten by the students for breakfast. Check the ones that came from a foreign country and find out the country.*

On a large world map use yarn to mark the routes of ships going to countries with whom we trade. Use one color for imports and another for exports.

Ask students to give reasons for limited trade during wartime. (Ships cannot travel safely, ships used to transport troops, etc.) See if any students can name some of the substitutions or new products that appeared (nylon instead of silk, synthetic rubber, etc.)

Try to find a parent who will talk to the class about conditions during World War II. Include such things as scarcity and high prices of imports (coffee, black pepper, etc.), rationing, substitutes (oleo for butter). Allow students to ask questions.

*It is also suggested to find pictures of these foods and use for a poster. Some foods might include coffee, chocolate, bananas, etc.

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Your Life As A Citizen, pp. 556-559

Civics for Citizens, pp. 244

The Laidlaw Understanding Series of simple books will be good sources.

World Atlas

We the People, pp. 149-151

Civics for Americans, pp. 341,344,348,349 353

Films:
F-380 -"World Trade for Better Living" BW, 15 min. EBF
F-915.2 - "Japan's Geography, Human Economics", 13 min. Color Holt Rinehart

Sorenson, Clarence W., A World View. Chicago: Silver Burdett Co., 1961, pp. 192-199. (Old book, seventh-grade geography. If not in your school, copies available at Textbook Office.)

The following books may be obtained from the Textbook Office if they are not available in your school. Pages are not listed. Check the index for the countries of your choice and also "trade".

Cutright, Charters, and Clark. Living Together Around the World. Macmillan Social Studies series.

Stull and Hatch. Our World Today: The Eastern Hemisphere. Allyn and Bacon, Inc.

Todd, Cooper, and Sorenson. World Ways. Silver Burdett Co.

Barrows, Parker, and Sorenson. Old World Lands. Silver Burdett Co.

Todd, Cooper, Sorenson. New Ways in the New World. Silver Burdett Co.

Smith and Sorenson. Neighbors in the Americas. The John C. Winston Co.

BASIC DEFINITION OF TERMS

UNIT THREE

Page 124

budget - a plan for spending money

consumer - one who buys goods and services

implusive buying - buying things without having real need for it

economy - a system of producing, distributing, and consuming wealth

obligations - things that one is bound to do as a result of a contract, promise, moral responsibility, etc.

income - the money or other gain periodically received by an individual, corporation, etc., for labor or services, or from property

expenses - charges met with in carrying out a task.

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advertising - method of selling via printed word, radio or television

bargain - article that is offered at an exceptionally good price

brand - name of a product, as Campbell or RCA or GE

discount house - store that generally sells articles at lower prices than average stores

end-of-month - special sale of articles at the end of a particular month

label - the tag or printed matter on an article

quality - idea of how good an article is

sale price - price of an article for a limited time only

end-of-year - special sale of articles at the end of the year

"in season" - available fresh for use as food; said of fruits, vegetables, sea food, etc., usually of a locality specified or understood

brand names - well-known and respected articles made by popular manufacturers

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commercial - another name for advertising on television or radio

endorsement - in advertising, what a person says as to why he uses or likes the product, usually a well-known personality who lends his name for a fee

Page 130 (Continued)

mail order advertising - selling by mail

publicity - printed material in newspaper or magazine, not paid for as advertising

slogan - the identifying phrase or word of an advertised product

testimonial - a person's endorsement of a product or service

sponsor - a business firm or other agency that pays the costs of a radio or television program

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Department of Agriculture - federal department that regulated processing of food and meat

Federal Trade Commission - federal agency that regulates law relating to advertising and selling

agencies - the businesses of any person, firm, etc. empowered to act for another

Food and Drug Administration - the federal agency that regulates quality of food and drugs to protect the public

health departments - agencies of the government that are responsible for any health problems

prosecute - to institute legal proceedings in court against

defraud - to take away or hold back property, rights, etc. from anyone by fraud; to cheat

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charge account - credit account with a seller that enables a buyer to buy without immediate cash payment

credit - ability to borrow money

credit rating - a person's standing with sellers in a community

credit union - association of members of a group who pool their money for members to borrow

finance company - a company that is allowed to lend money in small amounts (up to $600 in Florida) at higher rates of interest than banks

installment - method of apying for something in regular payments over a period of time

interest charges - amount of money charged for installment purchases

Page 146

budget - a plan for spending money

household expenses - in a budget, the items that refer to things bought for the house such as brooms, mops, light bulbs, etc.

income - money that a person works for or obtains in some way

luxuries - things not needed to live

necessities - things that are needed in order to live

personal care - in the budget, items that go for such things as toothpaste, etc.

utilities - items in a budget that relate to water, lights, gas, phone

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allowance - money given to a student by his parents on a regular basis for normal needs

check - an order to a bank to pay someone money out of one's account

checking account - method of paying for things by writing checks on money deposited in a bank

deposit - to put money in one's account

endorsement - the writing on the back of acheck that indicated responsibility for payment

withdrawal - taking out of money

savings - what is saved, especially sums of money saved; an account in a savings bank on which interest is paid

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excise tax - a tax on manufactured goods

fee - money paid by a person to a government agency for services

income tax - money paid to the government based on how much a person makes in a year

license - permit to carry on business

property tax - money given to government based on value of a person's house or business

sales tax - money given to the government based on what a person buys

tax - money which one has to pay the government by law

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Christmas Club - plan of savings by which a person makes regular deposits and then receives all in a lump sum at the Christmas season

commerical bank - bank whose main business is lending money for business purposes

savings and loan association - bank which is owned by the depositors who are paid dividends based on money earned from mortgages

Page 158 Continued

mortgages - money borrowed on property

credit union - a co-operative association for pooling savings of members and making loans to them at a low interest rate

Page 160

insurance - a system of protection against loss in which a number of individuals agree to pay certain sums for a guarantee that they will be compensated for any specified loss by fire, accident, death, etc.

life insurance - insurance in which a stipulated sum is paid to the beneficiary or ben ficiaries at the death of the insured, or to the insured when he reaches a specific age

homeowners insurance - insurance which protects the owner against fire, storm damage,

policy - a written contract in which one party guarantees to insure another against a specified loss or misfortune, in consideration of periodic payments called premiums

mortgage insurance - insurance which pays for a piece of property or home if the person dies before all payments are made

survivors - people or things that live or last after the death of others

personal property - any property that is movable or not attached to the land

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Aid to dependent children - aid to dependent children program of the social security la

workmen's compensation - insurance program under social security that provides payments to persons who cannot work through accident or unemployment

social security - program of federal and state co-operation in welfare laws

disabled - made unable or unfit, crippled

retirement - time when a person no longer works

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pension - money paid to a person after retirement

savings bond - government way of borrowing money from people, a method for people to save with safety

labor union - an association of workers to promote and protect the welfare, interests and rights of its members

beneficiaries - persons named to receive the income or inheritance from a will, insurance policy, etc.

condominium - residence apartment in a building, with the person owning his apartment as he would his own home

co-operative - like a condominium except that person must act through a corporation that manages the building

X

Page 166 Continued

mobile homes - homes that can be moved from place to place like a house trailer

real estate - land or buildings or factories

stocks - shares of ownership in a corporation

Page 168

capitalism - system of economics in which the profit motive dominates

competition - business activity in which more than one producer seeks to sell to consumers

free enterprise - American system of producing and buying tools and services, based on capitalistic ideas

private property - things which a person can own for himself, including means of production

profit - money left after all expenses are paid

standard of living - the material possessions of a people, the way they live

invest - to put money into business, real estate, stocks, bonds, etc., for the purpose of obtaining an income or profit

Page 172

central planning - concept that only a small group of men in the government should decide what is to be produced in a country

communism - way in which Soviet Union manages the life of its people

socialism - idea that production of goods is planned by a central government

Page 174

deflation - period when prices for goods go down

inflation - period when prices for goods go up

price - what a person pays for something

supply and demand - law of economics that says price is determined by the amount of goods in relation to what people are willing to pay

Page 178

assembly line - a line in a factory where workers put together an article one part at a time

assets - what a company is worth in terms of money

automation - technique of using highly complex machines to produce goods

capital - money that is used to produce goods and services

employee - a person who works for another

employer - a person or company who hires a worker

manager - the person in a factory who is responsible for producing things

mass production - system of making things in large quantities using assembly line methods

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canal - a man-made waterway

communication - idea of exchanging ideas with people

interstate - between states

retailer - a store that sells goods to consumers

transportation - moving goods from the manufacturer to the seller

turnpike - major highway, usually charges tolls

wholesaler - a person who buys from a manufacturer to sell to a retailer

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barter - exchanging goods for goods, no money involved

coin - metal money

legal tender - money that can be used to pay one's debts

medium of exchange - money

counterfeit - false imitation of money, not legal money

standard of value - measurement of an article's value

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AFL-CIO - American Federation of Labor - Congress of Industrial Organizations, the largest union of workers in America

labor union - an association of workers to promote and protect the welfare, interest and rights of its members

craftsmen - workers in an art, trade, or occupation requiring special skill, especially manual skill

American Federation of Labor - a federation of trade unions organized in 1886

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exports - goods sent to another country

imports - goods brought in from another country

Free Social Studies Materials

Unit III - Personal Economics

1. Credit, Man's Confidence in Man	33 min. film shows the function of commercial credit and the role it plays in American business life. It explains the history of credit and credit reporting, and shows how the credit of an individual or a company is recorded for the benefit and information of the sellers. Modern Talking Pictures Service
2. Harvey Dilemma	12 min. film, in full color, is an animated cartoon. It deals with the story about the wisdom of saving money and the operation of home loan financing. Modern Talking Pictures Service
3. How to Use Your Bank	10 min. film discusses bank services and how they help people meet fundamental needs for money. It points out that people need money for routine, future, financial, and emergency needs and banks help satisfy these needs. Federal Reserve Bank of Atlanta, Georgia
4. Invisible Force, The	28 min. film presents the history of general insurances and shows how it has aided growth and progress from 1000 B.C. to the present time. Association Films, Inc. Insurance Information Institute Film Library
5. Life Insurance - What It Means and How It Works	13 min. film, in full color, shows the values of life insurance to the family and to the community. Associated Films, Inc. Modern Talking Pictures Service
6. Money Talks	12 min film shows how a personal financial plan can help a person achieve greater happiness and success. It gives straight-from-the-shoulder advice about handling money to the best advantage. Federal Reserve Bank of Atlanta, Ga.
7. Pay to the Order of	12 min film designed to teach students these facts: Why checks are so widely used; how to write checks; how to endorse checks; and how the clearing process works. Federal Reserve Bank of Atlanta, Ga.
8. Penny Saved, A	14½ min. film, in full color, tells the story of three families who meet for dinner and in conversation reveal different ideas of thrift. The film emphasizes the fact that true thrift is the wise management of one's resources.

9. Personal Money Management	13 min. film deals with the simple fundamentals of family financial problems. A banker suggests a family budget plan for allocating spendable income so as to provide for savings and the purchase of necessities as well as so-called luxury items. This film emphasizes the great importance of intelligent money management in achieving desired goals. Federal Reserve Bank of Atlanta, Georgia
10. Using Bank Credit	10 min. film shows how to apply for a bank loan; what information a bank requires; the reasons for careful lending; and what sound borrowing can accomplish. Federal Reserve Bank of Atlanta, Georgia
11. Yours to Keep	27 min. film, in color, presents a humorous story of a typical young family and their Uncle Albro, who teaches them a lesson in personal money management Institute of Life Insurance

EVALUATION

I. Completion: Supply the missing word or words.

1. (Capital) is the money and goods one needs to start a store.

2. A drop in prices caused when there are more goods than the people want is call (deflation).

3. Our medium of exchange in America is (money) .

4. Trading one thing for another is called (barter) .

5. A person who uses the goods and services of someone else is a (consumer) .

6. (Advertising) is a method of selling by the printed word.

7. A (budget) is a plan for spending one's money.

8. Our American economic system is referred to as (capitalism) .

9. A tax on the income of an individual is (income tax) .

10. The money that one earns if he is engaged in his business is known as (profit).

II. True-False

(T) 1. Money is important in our economic system.

(F) 2. A person cannot make an unwise buy if the product has been advertised in the newspaper.

(F) 3. In America there is nothing that can be done about false labels on a product.

(F) 4. In America, it is legal to counterfeit.

(T) 5. Impulsive buying must never be indulged in.

(F) 6. The highest priced brand is always the one with the highest quality.

(F) 7. Buying the cheapest article is always the best bargain.

(T) 8. The United States is the leader in world trade today.

(F) 9. A wholesale store sells goods to the public.

(T) 10. The use of charge accounts for buying items is not installment buying.

III. Matching: Write the letter of the best answer in the space provided.

a. mass production
b. standard of living
c. economics
d. inflation
e. premiums
f. automation
g. excise tax
h. insurance
i. savings
j. Food and Drug Administration
k. property tax
l. health department
m. credit
n. income
o. mortgage

(b) 1. The economic level at which persons live.

(d) 2. There is a shortage of goods and a rise in prices.

(j) 3. Requires goods to be labeled.

(h) 4. Provides protection against accident and disaster.

(e) 5. Payments made to an insurance company.

(i) 6. Money set aside and not spent.

(a) 7. Labor and machines combined to produce a large quantity of goods.

(g) 8. A tax on such products as cigarettes.

(f) 9. The use of machines in production.

(c) 10. Refers to how goods and services are produced, exchanged and consumed.

IV. Select the best choice to complete the following statements and underline it.

1. Competition among businessmen usually leads to:
(a) higher prices (b) more efficient production

2. In a system of free, private enterprise, a citizen can:
(a) own a factory (b) not own a factory

3. Which is not a characteristic of our economy?
(a) freedom to own property (b) government regulation on economic activity

4. A government agency that attempts to prevent misleading advertising is the:
(a) Department of Agriculture (b) Federal Trade Commission

5. Savings accounts differ from checking accounts in that they:
(a) earn interest (b) do not earn as much interest

6. A problem created by automation is:
(a) displacement of workers by machines (b) shortage of capital

7. Money is:
(a) gold and silver (b) medium of exchange

8. Legal tender money:
[✓ (a)] must be accepted in payment of debts (b) is not widely accepted

9. A depression is a period of:
[✓ (a)] widespread unemployment (b) widespread employment

10. To import goods means:
[✓ (a)] to bring goods in (b) to send goods out

11. Russian factory workers are paid:
(a) equal wages for all jobs [✓ (b)] according to the amount of work produced

12. How much to be produced in Russia is determined by:
(a) demands of the people [✓ (b)] the government's planning committee

13. The largest portion of a family budget is allotted to:
[✓ (a)] necessities (b) luxuries

14. Beans purchased in Broward County in December would be classed as an:
(a) out-of-season food [✓ (b)] in-season food

15. Money to cover a check that you have written is drawn from:
(a) your savings account [✓ (b)] your checking account

UNIT FOUR

STUDENT
COUN
WOLSKI

PUBLIC OPINION AND GOVERNMENT

UNIT FOUR

"Public Opinion and Government"

Public opinion is presented to offer an explanation of how it is formed and the effects is has upon the individual, family, community, and governmental bodies. It is desired that the students at the conclusion of this section will be able to understand the various influences upon thinking and be able to form their opinions more clearly and independently.

On the theme of government the various aspects of governments are presented. The aspects are used to aid the student to acquire a better understanding of government and with the acquisition of understanding begin to function as a more involved and intelligent citizen.

The language arts section of Unit Four is designed to present literature that is enjoyable in content and related in general to themes used in the social studies guide.

The selections are a sampling of literature and are not intended to be the sole final choices that might be used. Many other selections, both prose and poetry, lend themselves to adaptation to the activities listed.

The use of individual material is suggested to augment this unit in the language arts area. Language arts skill building activities should be implemented as the needs arise in an individual situation with the materials used selected on the basis of those needs.

MAJOR TOPIC: Public Opinion

BASIC OBJECTIVE: To understand what public opinion is, and how it is measured

TERMS TO UNDERSTAND	TEACHING STRATEGY
attitudes individual majority	1. Public opinion is important to our way of government. The way people think affects the President and legislators on both the federal and state level.
measured opinion poll public	2. Public opinion is measured in several ways, but the most commonly used is the poll. Two famous national polls are the Gallup Poll and the Harris Poll.
	3. These polls find out how people think about candidates, national and state issues, and even television programs.
questionnaire sampling	4. Other ways of learning about public opinion include newspaper polls, radio polls, reporters asking questions of people on the street, and questionnaires sent through the mail.
	5. People often judge the characters of others according to personal points of view
fact evaluate judgment stereotypes conclusions solution impact survey	6. Attitudes and opinions can change when one evaluates facts and personalities.
	7. Before drawing conclusions or forming opinions all of the facts must be evaluated.
	8. A person's attitude can turn public opinion against him.
	9. The impact of a punishment can often sway the opinions of the majority or the individual.

SUGGESTED ACTIVITIES

Check the local newspaper to find the results of a national poll. Show this to the class and discuss how to read the results. Take a poll of the class to see how the results compare with national results.

As a class, prepare a simple poll of issues around the school. Check with the administration to see if this poll can be taken in several classrooms. Compile the results and have them announced in the school newspaper.

Check the Miami Herald to find the column about public opinion. A reporter asks various people on the street his/her opinion about items of interest. Several radio stations in Ft. Lauderdale have a similar opinion poll that is played at newstime. Some of the students have probably heard this and can report on it in detail.

On the editorial page of the Fort Lauderdale News there is a list of the addresses of the local Congressmen. Show this to the class and explain that the public can use these addresses to write their opinions about legislation to the Congressmen. Also explain that Congressmen seek public opinion by sending questionnaires to their constituents. Stress the importance of returning these questionnaires.

AIDS

Your Life As A Citizen, p. 257

Civics for Citizens, pp. 306-309

Civics for Americans, pp. 18-19, 59,363

We the People,pp.85,96-97

Films:

F-808.5 "Why People Misunderstand Each Other" B.W. 30 min.

F-301.15 "Public Opinion" B.W. 20 min.

Fort Lauderdale News

TERMS TO UNDERSTAND	TEACHING STRATEGY
character	10. The use of certain words by authors and people in conversation can give clues to the character of individuals.
	11. Attitudes are generally created in an individual long before he can think for himself. The individual follows the directions given to him without question much as a soldier follows orders.
	12. Often people draw conclusions without enough facts. Stereotypes are grown out of ignorance.
persuasion	13. Persuasion has many faces.
influence	14. Opinions are the thoughts or beliefs of an individual and/or group. They reflect the attitudes of the individual or group. Many times opinions are directed by an agency giving new information.
	15. Ability to understand terms expressed in context will aid in comprehending the ideas.

SUGGESTED ACTIVITIES	AIDS
Give students a list of descriptions of persons from which to check those they would not want to have as friends. (A girl who likes to ride horses, a boy who writes poetry, a girl who has a juvenile record, a boy who plays the piano.) Let them explain why they rejected the ones checked.	
Read "The Strawberry Ice Cream Soda." Let one part of the class pretend to be Lawrence and the other half pretend to be Eddie. Let each group compile a list of descriptions of each other. The list should include hopes, feelings, and problems. Next, have each group describe the person they are pretending to be.	Adventures for Readers, Book 2
The activities provided at the end of the story offer suggestions for discussions about attitudes, differences in individuals, feelings, and reactions.	
Before reading the play, have the students tell what they know about Tom Sawyer. Tape their discussion.	Adventures for Readers, Book 2
Describe a situation where a child is in obvious pain. Ask the students to explain what they would do for the ailing person. Read some of Tom's lines in "Tom Sawyer: the Glorious Whitewasher" while describing the situation. Write the students' reactions on the board.	
Have the students read Act I of the play and then evaluate their proposed ideas from the previous activity.	

SUGGESTED ACTIVITIES AIDS

Have the students scan Act I for several statements that gave them clues to Tom's character and a hint of things to come.

Let each child then write what they might say if they had to introduce a younger brother, a friend who's a pest, or meddlesome neighbor. Have them use character clues in the introduction. Prior to this it might be wise to have the students list a few character clues on the board.

Read Act II and have the students discuss whether Tom is a juvenile delinquent or not. Discuss also, some of the characteristics and how teenagers are often lumped into one group by those who don't look at teenagers as individuals.

On small slips of paper, write different household chores. Have each student pull one. Give the students time to bargain with each other if they wish to switch chores. After this is over elicit explanations from individuals of how they got rid of a terrible chore and got a better one instead.

Have the students read Act III. Next have them discuss Tom's method of persuasion.

Divide the class into groups, have them write skits which contain examples of changing an outlook. While reading this, activities on the use of dialect can be geared toward speech activities. Also, the activities at the end of the play can be used.

SUGGESTED ACTIVITIES	AIDS
Students are to read, using the tape recorder, "The Charge of the Light Brigade." The soldiers charged as ordered even though death was waiting. After a period of discussion on the poem have students suggest various experiences they have had where their attitudes guided them. Ask the students to think of where their attitudes came from and on what their attitudes are based.	Adventures for Readers, Book 2 Tape recorder
The students should have formed some opinions concerning the selection. Students should be divided into groups of Pro and Con. Ask the students to read through the poem again looking for ideas to back up their position. After the groups have planned their arguments, have a chairman for each group defend the groups' opinion. (Those students who could not make up their minds as to pro or con should be used as judges. They should be prepared to tell why they voted pro or con.)	
After the group statements take a poll of the class to see if any have changed their way of thinking.	
Using the terms as vocabulary words, have the students apply them to the poem. Ask them to see if they can find sections of the poem that express the words and have them copy the section next to the word.	Dictionary

SUGGESTED ACTIVITIES	AIDS
Have the students read "The Man Without a Country" through page 375 ("Nolan's Fatal Wish"). Let the students discuss Nolan's actions and his statement about the United States. Pass out a teacher-made survey sheet on which the students are to record their opinions as to what punishment, if any, should be given to Nolan and what kind of attitude Nolan seems to have and their attitudes toward Nolan. After the students figure the results of the survey they should then discuss Nolan's actions again and consider whether he really meant what he said or lashed out in anger. Here students' examples of personal experiences similar to that of Nolan's should be elicited.	Adventures for Readers, Book 2 Teacher-made survey form
Have the students read "Nolan's Punishment" and through a show of hands, determine the feelings of the majority in terms of the fairness of the punishment. Here students can write poems, stories or illustrate pictures of how they think Nolan will react to and suffer from the punishment.	
Perhaps for a homework assignment, have the students collect items of interest about the United States that a man punished as Nolan was, would not learn of today. When the items are presented, have the students explain how our heritage, cultural affairs and customs are dependent on current events.	

MAJOR TOPIC: Formation of Public Opinion

BASIC OBJECTIVE: To understand the groups that influence the opinions and attitudes of people

TERMS TO UNDERSTAND	TEACHING STRATEGY
influence	1. The home is the first major influence on a person. Here the child learns from his/her parents the ideas that will influence his/her thinking in later years. Some of these ideas will include: a. family life b. religion c. good and evil d. neighbors e. getting along with other children
horizons	2. As the child becomes older, his horizons widen and he is influenced by other people. He begins to seek answers to his questions.
judgment	3. As the young person attends church his/her moral and spiritual values are influenced by the association of church workers and the teachings of the church. Sometimes conflicts arise that must be settled by the individual's own judgment.
impact cultural heritage	4. The school probably has more impact on attitudes than any other social force. It influences the individual in the following ways: a. values of American democracy b. cultural heritage of America c. enlarges the number of friends and associates d. teaches subject matter that will influence thinking e. prepares a student for a career
special interest groups	5. Organizations and special interest groups influence a person's thinking. These influences can be good or bad, depending on the organization and its activities.

SUGGESTED ACTIVITIES	AIDS
Write a short composition on when you first found out there was no Santa Claus and tell how it influenced your opinions about Christmas.	Civics for Americans, pp. 16-43 (Good ideas for acetates are included)
	Civics for Citizens, pp. 30-37,305
As a class, make a list of things on which you agree and disagree with your parents. Discuss them and see if some understandings can be reached.	
Let each student relate one experience about someone who has greatly influenced his/her thinking and why.	
	We the People,pp. 292,294,296,297
As a class, compile a Code of Conduct for junior high students. Include such things as: a. time to be at home b. party activities c. dress d. dating e. smoking f. homework g. attitudes toward students h. attitudes toward teachers	Your Life As A Citizen, pp. 257-276

TERMS TO UNDERSTAND

peer groups

TEACHING STRATEGY

6. Peer groups play an important role in influencing attitudes. On the level of school children they are most important in shaping attitudes. Peer groups can change attitudes that are taught at home, in church, and in school.
   a. Juvenile delinquents find comfort with other juvenile delinquents.
   b. Failures find a common group.

7. On the adult level, peer groups are important in keeping already adopted attitudes. People are afraid to go against the attitudes and values of their peers. Facts do not always change opinions and attitudes at this level.

8. Social groups are similar to peer groups. These represent the friends and associates with whom a person feels free to express opinions and attitudes. These groups often influence people who have no opinions of their own.

9. Economic groups generally think alike, such as wealthy people tend to think alike about politics, religion, and education, and other activities.

10. Economic groups tend to concentrate on the narrow issues in their particular area. For example, farmers are most concerned with farm problems and labor unions about wages and job security.

11. The main group in the United States is the middle class. They are neither rich nor poor. This group dominates attitudes and opinions in the United States.

SUGGESTED ACTIVITIES	AIDS
Make a list of your friends and think about why they are your friends. Do they influence your opinions? Are these good or bad influences?	
Prepare a sociogram of the class. Have the students list the 3 people near whom they would like to sit in the classroom, and why. Also have them list the 3 people near whom they would like *least* to sit near and why. This should be done to encourage the students to think about why they like certain people. The teacher should *stress not* to tell the names listed. The results of this could be used by the teacher in *private* guidance sessions with individual students.	
Look through the society section of the *Fort Lauderdale News* for announcements about club meetings with guest speakers. Use these to show how people in groups are informed about ideas and beliefs.	*Fort Lauderdale News*
Invite a member of some specialized economic or professional group (such as a doctor who is a member of A. M. A.) to speak to the class about what the organization does and why doctors join.	
Compile a list of things or people (radio, etc.) that influence public opinion. Prepare a bulletin board display from this.	

SUGGESTED ACTIVITIES	AIDS
Create situations to provoke the thoughts of the children. Let them determine what they would do--form their own opinions of situations. Some ideas might be: (1) Students trying to determine whether to attend a movie or study for a test (2) Read a newspaper article about some current problem--such as glue-sniffing--and let the students determine whether they think it is right or wrong.	Refer back to Unit Three in the advertising section for other aids.
Assign students to watch commercials for homework. These influence people's public opinion. Let the students decide which product they would buy if they could and why.	
Use advertisements from newspapers and magazines to determine who is being influenced by the ads.	Newspapers and magazines
Have students role play various situations to try to influence opinion. Some situations could involve: (1) Two students in the same peer group--one tries to persuade the other to skip school. (2) A mother tries to convince her daughter that young ladies should be at home by 9:00 P.M. (3) A father tries to convince his eighth grade son that he should not smoke. (4) A candidate for office tries to convince voters that he should be elected. (5) Two students, running for class president, try to sway the other students to vote for them.	

TERMS TO UNDERSTAND	TEACHING STRATEGY
	12. The opinions of the public can be swayed.
petition	13. There are vehicles by which the public can have its wishes considered.
reject	14. The whole individual must be considered before labeling him as a reject.
	15. Bad and good propaganda can influence the public
	16. Public opinion or the opinions of the majority can be changed.

SUGGESTED ACTIVITIES	AIDS
Read "The Reading," then have the students fill out the same questionnaire filled out at the first reading. Compute the results and if there is a change have various students explain why.	
Have the students for Nolan make a petition asking that his punishment be reconsidered. Also, have both groups, for and against Nolan, make a survey sheet stating the actions of Nolan and his punishment and providing questions from which to get a sampling of opinion from parents, students, and teachers. Let them make posters displaying the results.	
Read "The Ball" and "Nolan's Courage." Here have the students fill out the questionnaire on Nolan again. A debate may be staged on the question "Should We Reject a Man for One Bad Mistake."	
Write several headlines about Nolan. Let the students decide which ones can sway opinion for and against Nolan. Next, let the students write some.	
Read "The Slave." Divide the class into two groups-- For Nolan and Against Nolan. Let each group produce a skit of the excerpt using dramatic effects to sway viewers. Invite another class in to hear objective statements of Nolan's outburst, view the skits, and fill out the questionnaire.	

SUGGESTED ACTIVITIES	AIDS
Read "Nolan's Repentence." Have the students fill out the questionnaire again. Let them discuss the inscription that Nolan wanted on his headstone.	
Compute the results from the final questionnaire. Compare them with the results of the others. Have the students write compositions on "Nolan at First Glance," "Nolan and Public Opinion," "Nolan, the Misunderstood," or some other title.	
Throughout the reading of "The Man Without a Country," use the questions at the end of the story and vocabulary exercises.	

TERMS TO UNDERSTAND

The general terms listed in the social studies section apply here.

TEACHING STRATEGY

17. Seeing public opinion created is necessary to a better understanding of it.

SUGGESTED ACTIVITIES	AIDS
This activity is a long term one that will employ most of the concepts of this unit. The play, *The Night of January 16*, offers a clear view of the concepts. Students working as a class should adapt the play to their level. This will require them to reword the play without loss of effect. After this has been completed cast the play and begin work on the scenes. As the scenes are developed use the necessary terms for social studies to reinforce them. The use of a tape recorder is necessary so that students may correct themselves.	*Night of January 16* Tape recorder
After necessary rehearsal time have the students tape the play for presentation to another class from which the jury is to be selected. As the verdict is not known until the jury decides it, two endings of the play are given and must be used.	
Discussion of the various elements of public opinion is to follow the production. Students may be assigned to write their reasons for agreeing or disagreeing with the verdict. From the compositions students will show understanding of the concept.	
As the play is in rehearsal, class members should write editorials and news items concerning the background of the crime on trial. A newspaper could be printed reporting the "facts." Two rival papers should be set up to give different views to the public -- one paper shows guilt-- one shows innocence. Have the students take a poll periodically to check the opinion of the audience class and to keep a record of the change in public opinion because of the news media.	Printing press
After the play has been presented, ask the students to list the various responses of the audience class. They should find out why some continue to think as they do even after the verdict is in. These responses should be written down and kept with the other materials.	
Students should now be asked what their opinions are and to explain them.	

TERMS TO UNDERSTAND	TEACHING STRATEGY
mass communication	18. Mass communication media that influence public opinion are:
editorials	a. Television- people see regular news broadcasts, editorials, and special programs. These help people form opinions about current happenings.
	b. Radio- regular news programs keep listeners well-informed on major events on the local, state, national, and international level.
columnists	c. Newspapers- probably the key influence in shaping attitudes and opinions. Some columnists are well-known and sway much public opinion.
	d. Magazines are important parts of the press. Some, such as Life, Look, Time, and Newsweek, influence public opinion through editorial styles and wide appeal because of the many pictures.
customs	e. Motion pictures can influence younger people in shaping customs and attitudes.

SUGGESTED ACTIVITIES	AIDS
Assign students to watch a news broadcast and editorial. How does the editorial differ from the news? Discuss the value of the editorial.	*Your Life As A Citizen*, pp. 263-268 *Civics for Americans*, pp. 21-23
Have students bring newspapers to class. Look for the regular columns. Read sections from each to show the style of writing.	Newspapers
Give copies of several magazines to the students. Give them an opportunity to look through them. Then point out some of the features, such as the news pictures.	Magazines such as *Life*, *Look*, *Time*, *Newsweek*, etc.
Have the students decide how movies influence their thinking. Guide them in the direction of fads, fashions, vocabulary, etc.	

TERMS TO UNDERSTAND	TEACHING STRATEGY
images	19. Images are used to create pictures in the mind for understanding, enjoyment, and expressing opinion.
	20. Editorials in the news media give the opinions of groups.
suitable rival analyze campaign	21. Recognizing the use of distorted pictures of persons or groups as an opinion builder is an important tool.
	22. The presentation of a rival is often slanted so that the rival looks bad.

SUGGESTED ACTIVITIES	AIDS
Instruct the students to close their eyes and imagine they are at the battle site. Play the tape as the students listen. When the tape is over, ask the students to write a description of what they saw in their mind. Lead the class in a discussion of why they "saw" the things they did. This activity will lead into the explanation of words used to create pictures in literature and how the pictures help to understand and enjoy the selection more.	Tape recorder
Set up the class as a newspaper staff. Assign them to make up a front page in which they use the poem as the major items. Headlines, reports, human interest articles, political type cartoons should be used. The page should be printed and given to other eighth grade classes studying the poem.	Printing press
Read the poem "Lochinvar" to the students. Have them close their eyes and think of the pictures created by the words. When the reading is finished, have the students list all the qualities of Lochinvar while the teacher puts the qualities on the board. Introduce the word stereotype. Through discussion lead the students to see Lochinvar as a stereotype. Ask students to recall other stereotypes they have met in literature.	Adventures for Readers, Book 2
In lines 16 and 34 a picture of the bridegroom is given. Ask the students to name the qualities implied in the two lines. How do these qualities differ from those of Lochinvar? Is the bridegroom a stereotype of a rival? Comparison of the two should produce interesting class discussion.	

TERMS TO UNDERSTAND

satire

TEACHING STRATEGY

23. Analysis of facts is very important in making judgments.

24. Campaigns are designed to win the votes of a group. Many times they are so slanted that the other group appears bad.

25. Satire is often used by the rival to counteract the impressions given by the other group.

SUGGESTED ACTIVITIES	AIDS
In lines 35 and 36 the bridesmaids say that Lochinvar would be more suitable for Ellen. Have students write a short paper on why this is or is not true. What facts presented in the poem led them to their judgment should be mentioned.	
Looking at Lochinvar as a symbol of a political party, the bridegroom and Ellen's parents as another party, and Ellen as the office, have the students prepare a campaign to win the office. The class could be divided into three groups for this project.	
As the outcome is already known have the students present this activity as a satire (making fun of the situation with the purpose of improvement).	
As the above activity is in work, have the third group prepare the poem as a choral reading dividing it into solo and group parts. They should do the poem seriously first and as a satire next.	tape recorder

MAJOR TOPIC: Psychological Bases

BASIC OBJECTIVE: To understand how people's attitudes, beliefs, and opinions are based on deep human motives and drives

TERMS TO UNDERSTAND

financial security
individual freedoms
national security
security
social change
cultural lag

TEACHING STRATEGY

1. People today are concerned with survival. Any action that tends to threaten one's security results in fear.

2. Many things cause us to develop fear and worry, such as:
   a. the threat of communism
   b. the struggle for equality of minority groups
   c. the threat of automation to our job security

3. People become confused and react with violence when their normal attitudes and beliefs are threatened.

4. Social changes are sure to come in America. It is difficult for people to accept changes easily and to resist them to some degree. Within the United States, the New Deal Social Security Program was an important change. Many people today cannot accept the idea that the government must concern itself with such issues as Medicare, war on poverty, and school integration.

5. Social changes in America have been accepted by some people as they occur and others resist and lag behind.

6. Advances in science and technology have created a cultural lag.

SUGGESTED ACTIVITIES	AIDS
Have students talk with elderly people in the community about how times have changed. Report to the class. Make a chart-- "Then-Now." Have students list some of the things their elders did and list how a similar activity is done today.	current events
Have students collect pictures to illustrate the above activity. Make posters for display.	
Poll the class to find out their greatest concern or fear today. You may ask "What is your greatest fear today?" List these on the board. Have students give reasons for these fears or worries. Show how their fears all relate to the desire to be secure.	
Collect newspaper articles concerning issues that affect our national security. Make a bulletin board display.	
Invite a Catholic priest or sister in to talk about the struggles of the Catholics to adopt modern ways.	
Using your own school community, make a list of "fads" or activities that students engage in that cause fears among adults, such as the crave for "rock and roll," long hair worn by boys, the African look, etc. Invite a panel of parents in to discuss their opposition to these things as normal behavior for today's teenager. You may refer to some cases of boy's being suspended from classes because of wearing their hair too long. Use this activity to show how people react when their beliefs are threatened.	

SUGGESTED ACTIVITIES

Many organizations have been established in America because people resist change. Find out some of these organizations and the activities they engage in.

Have the students look for news items dealing with and related to this section. For example, are there any current controversies on use of federal funds in schools, integration of schools, etc. Make a notebook of these items.

AIDS

TERMS TO UNDERSTAND

bandwagon
cardstacking
glittering generalities
name-calling
plain-folks
propaganda
random sampling
stereotypes
testimonial

TEACHING STRATEGY

7. Propaganda refers to the methods used to get people to believe what you want them to believe. It can be good or bad, and true or false. The United States and the Soviet Union both use propaganda. Propaganda methods include:
    a. bandwagon
    b. cardstacking
    c. plain folk
    d. testimonial
    e. name-calling
    f. glittering generalities

8. Public opinion can be swayed by appeals to emotion. These include:
    a. hate
    b. envy
    c. fear
    d. pride
    e. religious prejudice
    f. desire for gain
    g. race prejudice
9. Many public opinions are influenced by the use of stereotypes.

SUGGESTED ACTIVITIES

Have students recall instances where they have engaged in name-calling. For example, in groups they try to influence their friends not to associate with a person they dislike and may say such things as "Don't listen to Mary. She is a nut." List these on the chalkboard and show students how they have used a propaganda technique. Using their examples, let them decide whether their method was good or bad, true or false.

Using a prepared acetate of the definitions of the methods of propaganda, explain each to the class thoroughly. Then have students make up some examples of each technique. This activity will help students be able to recognize propaganda.

Have students view television commercials. Bring in examples of propaganda to the class and tell what technique was used.

Draw cartoons to illustrate the various propaganda techniques for display.

Have students find pictures to illustrate good propaganda. Make a poster of some of these examples. Note the efforts of the National Council of Safety is considered good propaganda.

Collect for display some examples of certain propaganda techniques used in advertising through the mail.

Divide the class into committees. Have them conduct a five day campaign on some school project, such as "Keep-our-school-clean" week. Have a group to adopt the slogans to be used, another to draw the cartoons to illustrate the slogans, another to print the posters, and a group to draw up the commercials for a local radio station and to read over the P.A. system in the school. Have students to try to use all of the techniques they have studied. Encourage them to observe the students' reactions to this and report to class on the success of their efforts.

AIDS

Your Life As A Citizen, pp. 269-274

Civics for Americans, pp. 30-35

SUGGESTED ACTIVITIES AIDS

Find some newspaper headlines that appeal to various emotions in people. Have students relate how they felt when they read this headline. Make posters of these headlines under the types of emotions they arouse.

Make a list of stereotypes. For example,
The________________are kidnappers
The________________are criminals
The________________are immoral
The________________have foul body odors, etc.
(These blanks denote some race or national group.) Have students examine these to understand how this type of thinking can ridicule or discredit a group of people.

MAJOR TOPIC: Clear Thinking

BASIC OBJECTIVE: To understand how to think clearly to solve problems

TERMS TO UNDERSTAND

obstacles

conclusions
prejudice
rumors
propaganda

analyze
facts

logical

evaluate

reject
solution

TEACHING STRATEGY

1. Obstacles to clear thinking include:
   a. letting opinions take the place of facts
   b. jumping to conclusions too soon
   c. prejudice influencing opinions and conclusions
   d. accepting rumors as fact
   e. believing propaganda without analyzing it

2. To think clearly a person must:
   a. know how to analyze a problem
   b. know how to gather facts
   c. know the meaning and understand the difference between rumors or hearsay and facts
   d. understand what prejudice means
   e. avoid drawing conclusions too quickly
   f. not be persuaded too quickly

3. The method to be used in clear thinking includes:
   a. defining the problem. This is often the most difficult but also the most important step.
   b. gathering the information. Use first hand information when possible. Facts must not be confused with opinion.
   c. evaluating the information. Learning what to accept and what to reject requires care.
   d. reaching a conclusion. Use each of the above to reach your solution.

4. Clear thinking is rarely an easy thing to do.

SUGGESTED ACTIVITIES	AIDS
Make cartoon type drawings on acetates to illustrate each of the points listed in 1, 2, and 3 under teaching strategy. The civics books have some excellent ideas.	Your Life As A Citizen, pp. 272-274 Civics for Americans, pp. 17-41 Civics for Citizens, pp. 30-37
Play the old game of "Gossip" to show how stories are changed as they pass from person to person. Use this to show how unsound rumors and hearsay are.	
Try to get three or four newspaper reports about the same article. Notice the similarities and differences. Try to determine which is the most reliable account. Use this to illustrate that conclusions should not be drawn too quickly.	Newspapers
Make a notebook of clippings and pictures showing how people do not think clearly.	
Select a school problem and as a class activity try to decide how to solve the problem, using the ideas taught in this section.	
Discuss the Warren Report as a class. Ask if students have seen T. V. programs or read newspaper accounts of the public opinion about whether the findings were correct. Bring out the fact that emotion has been a major factor to keep this issue alive.	

UNIT FOUR- PART TWO- THE GOVERNMENT

The use of the Gateway English series, *Western Sampler*, is easily adapted to this part of the unit. The teacher will find it necessary to use the idea of symbols to connect with the social studies unit. The various forms of government may be seen in the characters studied in the *Western Sampler*.

The teacher may decide that portions of the Sampler are too difficult for a class and those portions should be deleted. Also, the entire novel *Shane* may be too long. Therefore, the teacher should pull sections from it that point out areas of government being studied.

Gateway English gives the activities to be used that stress the skills of language arts.

Part Two- Government

MAJOR TOPIC: Characteristics of a Democracy

BASIC OBJECTIVE: To understand the basic characteristics of a Democracy

TERMS TO UNDERSTAND

democracy
dignity of man
divine rights
equality
majority rule
republic

TEACHING STRATEGY

1. In a democracy, all powers to govern come from the people.

2. Government serves the people, it is not their master. The purpose of government is to protect the peoples' rights.

3. In a democracy, all citizens are equal under the law. A democracy tries to assure all citizens an equal opportunity to pursue happiness.

4. The majority rules in a democracy. The rights of the minority are protected.

5. A democracy considers all individuals important and has worth and value. Individual rights are derived from God and not from man.

6. Democratic government bases their action on what is right for all people and not one or a few persons.

7. Freedom of expression is important to true democracy.

8. People are given a chance to express their decisions on matters of government policy and action through frequent elections.

9. Public opinion is the key to government attitude. It guides government action and policy.

10. Democracy is concerned with ways of carrying out law.

SUGGESTED ACTIVITIES

Write a letter to an imaginary student your age in a Communist country. Explain to him about life in a Democratic country.

Have students copy in their notebook "The Freedom Pledge" from page 32 in Civics for Americans. It may be good to memorize this.

Have students interpret what Jefferson meant when he said, "All men are created equal." Have students also interpret Lincoln's statement, "government of the people, by the people, and for the people."

Have students to cut out pictures or draw cartoons to point up values in our democratic way of life. Display on the bulletin board.

Secure from the Social Studies Department the "Our Democracy"charts. There is a series of charts to illustrate the characteristics of a democracy. These will be useful for a discussion on this section. There is a booklet with the charts from which you can make a transparency of these charts if wall charts are not available.

Invite a member of one of our patriotic organizations in the community such as the D. A. R., to explain their program which is designed to increase the understanding of American ideals.

Most of the "Turncoats" of the Korean War have returned to America. Have students suggest why a person would desert a Democratic society.

AIDS

We the People, p. 96.

Steen, Ralph. Government by the People, Chapter 3. (This is a slow-learners' text available from Social Studies teachers.)

Civics for Americans, pp. 62-66.

Our Living Government, Chapter 2. (This book available from Social Studies Department.)

Citizenship in Action, Chapter 2. (This book available from Social Studies Department.)

Films:

F-323	"Our Basic Civil Rights," B.W. 13 min. Coronet
F-340	"Date with Liberty," B.W. 20 min. Syd Cassyd Production

MAJOR TOPIC: Characteristics of a Totalitarian State

BASIC OBJECTIVE: To understand the main ideas of a totalitarian state and its evils as it denies the rights of people

TERMS TO UNDERSTAND	TEACHING STRATEGY
totalitarian Communism dictatorship	1. In a totalitarian state the individual person is just an instrument of the state. Germany, under Hitler, and Italy, under Mussolini, are examples of totalitarian states, as well as Castro's Cuba.
	2. Individuals have no rights unless the state grants them. The state teaches that a person achieves happiness through his contributions to the state.
	3. Only one political party is allowed and no criticism of the government is allowed.
legislature	4. The ruler is the head of the political party and/or the military. One man has all the power. If there is a legislature it has no real power.
secrecy	5. The government is effectively run because of secrecy in everything. Citizens are always afraid of spies, who are everywhere.
police state	6. The government controls every area of human activity.
idealism suitable	7. Totalitarian states base their ideas on idealism rather than what is suitable for the people. The ideas sound good to hear about them, but the real life is miserable for the people.
	8. The government controls all means of communication and allows only certain things to be reported to the people. This is propaganda and is one way of controlling the people.
	9. Many words used in Democratic countries are adopted by the totalitarian states, but the true meaning is lost.
	10. Totalitarian states recognize Democratic states as their enemies and try to hide the truth about these countries. We are considered as "enemies of the people" in totalitarian states.

SUGGESTED ACTIVITIES

Make a chart comparing the United States and the Soviet Union in matters relating to freedom of the press, freedom of speech, freedom of religion, right to trial by jury, right to own property, right to choose our own government. Use for a bulletin board display.

Make a list of things that you enjoy doing. Include such things as having parties, going swimming, taking electives in school. Then check the items that could not be done in Russia.

Think about living in Russia as compared to living in the United States. Which would you prefer, and why (one reason). Then give one thing that you can do to assure this country of a Democratic future.

On a large map locate the totalitarian states.

Let the students contribute as much as they can about the totalitarian states. Why is so little known? Why do the Russians not let the world see their space flights, as we do?

AIDS

Civics for Americans, pp. 7,66,343, 345,351,354,355,360-361,528,310, 352,362,58,392,382.

Your Life As A Citizen, pp. 411-12, 427,5

Civics for Citizens, pp. 64,244,249, 250,256,258,292,466,469,470,507,544, 259.

Fideler and Laidlaw Series about individual countries.

Films:

F914.7	"The Soviet Union: An Introduction" Color. 16-1/2 min., Grover Jennings
F947	"Russia" Color, 25 min. International Film Bureau
F914.7	"Iron Curtain Lands" B.W. 20 min., Grover Jennings
F914.7	"Soviet Union: The Land and People" B.W. 16 min., Coronet
F947.08	"Soviet Challenge" B.W. 26 min., EBF

ERMS TO UNDERSTAND

TEACHING STRATEGY

11. Totalitarian states believe in and use force and violence to gain control. Killing and terror are also used-- as in Viet Nam.

MAJOR TOPIC: Modern Democracies and Totalitarian States

BASIC OBJECTIVE: To learn some of the major Democratic and totalitarian states

TERMS TO UNDERSTAND	TEACHING STRATEGY
free world President	1. The United States is the leader of the Western world. Ours is the strongest democracy and the leader of all who oppose the totalitarian governments.
ally House of Commons Parliament Prime Minister assembly	2. Great Britain is our main ally. We have a common heritage of language, laws, and basic democratic ideas.
unstable chairman	3. France is another great Democratic state but it has many political parties and often the government is unstable.
rival	4. The Soviet Union is our strongest rival. It is a totalitarian state.
	5. China is also a totalitarian state. It has a very large population and now is an atomic power.
	6. Russia and China are rivals for leadership of the Communist world.

SUGGESTED ACTIVITIES

On a large world map locate each of the countries mentioned on this page. Give small maps to the students and let them name and color in the countries and capitals.

Prepare a bulletin board display of the head-of-state for each country. Stress that these are the world leaders. Put the official title under each of the names.

Use a world atlas or an almanac to find the population of these countries. Make a similar bar graph to compare the number of people in the 3 Democratic countries with the 2 totalitarian states.

Ask the students to bring in short news articles to the class for current events reports about one of these countries.

AIDS

Civics for Citizens, pp. 249,256, 64,466,248,250,256,259,244,258, 292,469,470,507,544.

Your Life As A Citizen, pp.571-576, 574,423,556,196.

Newspapers and news magazines

World Atlas or Almanac

Civics for Americans, pp. 7,66,343, 345,351,352,354,355,360-361,528,58, 344,346,359,47-48,308.

Newspapers

MAJOR TOPIC: Purposes of Democratic Government

BASIC OBJECTIVE: To understand why we have government to protect our rights

TERMS TO UNDERSTAND

amendment
bail
Bill of Rights
Constitution
domestic tranquility
double jeopardy
posterity
petition
Preamble

TEACHING STRATEGY

1. Government is established to protect the rights of people. Reasons for our government are spelled out om the Preamble and the Bill of Rights.

2. The First Amendment to the Constitution states our right to freedom of religion, press, assembly, speech and the right to petition.

3. The Second Amendment states our right to keep arms and limits the government to place soldiers in private homes.

4. The Third Amendment protects citizens against unreasonable searches and seizures.

5. The Fifth Amendment offers a number of protections to the citizens in their relations with the courts.
    a. No person can be tried for the same crime twice.
    b. No person can be forced to testify against himself.
    c. No person's life, freedom, or property may be taken away without a fair trial in open court.
    d. Government must pay for any property taken from an individual.

6. The Sixth Amendment gives a person accused of a crime certain rights.
    a. A person is entitled to a speedy and fair trial.
    b. A person is entitled to a trial by an impartial jury.
    c. A person is entitled to hear charges against him, and to face his accusers.
    d. A person is entitled to have his own lawyer.

7. The Seventh Amendment guarantees the right of a jury trial in a civil suit.

8. The Eighth Amendment states that no excessive bails and fines or cruel and unusual punishments are permitted.

SUGGESTED ACTIVITIES

Have students find pictures and make posters illustrating our five basic freedoms guaranteed by the First Amendment.

Poll the class to find out how many students know the Preamble. Have the students memorize it.

Using an acetate of each tenet of the Preamble, explain the purpose of our government. Then have students find pictures or draw their own to illustrate each purpose.

Secure articles from the newspapers and magazines dealing with countries ruled by dictatorships. Bring them to class and have students suggest reasons for such governments being afraid of free press and free speech.

Plan a field trip to visit a local court which is holding a jury trial. Have class observe various procedures in court.

Have a committee find out how private land is taken for public use in your community. Explain each step to the class. (A local lawyer may be a good source for this information.)

Ask the class what basic rights do they have in our country. Enumerate these on the chalkboard as they are given. In a corresponding column have them suggest the responsibility that goes along with the right.

Collect recent newspaper articles which relate to maintaining and keeping our liberties. Make a bulletin board display of these.

Invite a judge to visit the class and explain how we may maintain and keep our liberties.

In this section of the unit there are many terms that are basic to our government. Build a working vocabulary of these words and occasional review-spell down will help to do this. Divide the class into two groups. For each correct answer, require a definition of the term.

AIDS

Civics for Americans, pp. 54-61,174.

Your Life As A Citizen, pp. 217-228.

Steen, Ralph. _Government by the People_, pp. 51-68. (A simple government text available in the Social Studies Department.)

Civics for Citizens

Films:

F-323	"Our Basic Civil Rights," 13 min. B.W., Coronet.
F-342.73	"Our Living Constitution" 10 min. B.W., Coronet.
F-342.73	"The Bill of Rights," 20 min. Color, EBF.

Filmstrips:

- "Freedom Today"
- "Freedom's Foundation"
- "Freedom's Progress"
- "Our Independence and the Constitution"

TERMS TO UNDERSTAND

TEACHING STRATEGY

9. The Ninth Amendment reserves certain rights to the people.
   The Tenth Amendment reserves certain rights for the states.

10. The Eleventh Amendment protects a state from lawsuits of citizens of other states.
    The Twelfth Amendment changes the method of electing the President and Vice- President.

11. The Thirteenth, Fourteenth, and Fifteenth Amendments are referred to as the "Civil War" Amendments.
    a. The Thirteenth abolishes slavery.
    b. The Fourteenth extends citizenship and equal protection of the laws to Negroes.
    c. The Fifteenth gave Negroes the right to vote.

12. Fifteen Amendments have been added to the Constitution since 1791. The changes made by others are:
    a. The Sixteenth permitted Congress to tax
    b. The Seventeenth provided for the election of Senators by the people.
    c. The Eighteenth forbade the production and sale of alcholic beverages.
    d. The Nineteenth gave women the right to vote.
    e. The Twentieth changed the meeting time of Congress and the inauguration of the President.
    f. The Twenty-first set aside the Eighteenth.
    g. The Twenty-second limited the President to two terms of office.
    h. The Twenty-third allows the citizens of Washington to vote in Presidential elections.
    i. The Twenty-fourth abolished the poll tax.
    j. The proposed Twenty-fifth establishes clearly who will succeed the President in case he cannot serve.

SUGGESTED ACTIVITIES	AIDS
Make a chart listing those powers granted the states. Collect pictures to illustrate these powers.	
Using a chart or an acetate explain the simple procedure by which a law is passed by Congress.	
Stage a mock Congress. Organize the class and have them go through the same procedure as Congress to enact some of their classroom rules into laws. Using the printing press, they may print these.	Printing Press

MAJOR TOPIC: How Government Functions

BASIC OBJECTIVE: To understand that our government is based on the principle of separation of powers

TERMS TO UNDERSTAND

Congress
electors
executive
House of Representatives
judicial
legislature

separation of powers
Senate
Supreme Court

TEACHING STRATEGY

1. The power to make our national laws belongs to our national Congress. Congress is made up of two houses, a Senate and a House of Representatives.

2. Our national laws are enforced by a President. He is elected indirectly by the voters. His powers are spelled out in the Constitution. He is assisted by a Vice-President, a Cabinet and many other agencies.

3. Our national laws are interpreted by the Supreme Court. There are nine judges who are appointed by the President and Congress to serve for life.

SUGGESTED ACTIVITIES

Have a committee read Sections 8 and 9 of the Constitution. Make a chart of the powers granted Congress and denied Congress.

Learn the names of the Senators from your state and the Representatives from your districts. How long have they been in office?

Discuss how laws are made in your school. How does this method compare with how national laws are made.

On the bulletin board display a series of newspaper clippings about the President, Congress, or the Supreme Court. Place these around a picture of the White House.

Survey the class to see if any students have been to Washington. Have them tell the class about their trip and the federal buildings and activities they observed.

Collect pictures that will illustrate the powers of the President. Make a poster.

Students may name famous Presidents that they have heard or read about. Individual reports may be assigned to secure short biographical information on these for oral reports to the class.

Have a student look up the Cabinet members and their post.

Using a chart or an acetate explain the simple procedure by which a law is passed by Congress.

Stage a mock Congress. Organize the class as one house of Congress and have them pass laws.

Follow the activities of the President as given in your newspaper, over radio or television. Make a listing of these activities on a chart, "What our President Does" or "The President-- a Busy Servant."

Have students find out the names of our Supreme Court judges.

AIDS

Your Life As A Citizen, pp. 183-212.

Civics for Citizens, pp. 181-239.

Civics for Americans, pp.286-337.

Films:

F-328.73 "The Congress," 21 min. B.W. Coronet.

F-353 "The Federal Government: Plan of Organization," 13 min., B.W. Coronet.

F-353.03 "The President," 17 min., B.W. EBF.

F-347.9 "The Supreme Court," 18 min.,B.W. Coronet.

F-328 "The Powers of Congress," 10 min., B.W. Coronet.

F-973 "White House: Past and Present," 13-1/2 min., Color Coronet.

The Fideler Company has a good portfolio on "Our Government."

Acheson, Our Federal Government: How It Works (easy reading).

Johnson, The Congress.

Coy, The First Book of Congress.

Coy, The First Book of the Supreme Court.

Acheson, The Supreme Court

Johnson, The Supreme Court

Fincher, The President of the United States.

MAJOR TOPIC: Role of Government

BASIC OBJECTIVE: To understand how the local government operates and serves us

TERMS TO UNDERSTAND

assessor
charter
city
coroner
county
county commissioners
county recorder
ordinance
prosecuting attorney
sheriff
surveyor
townships
unincorporated
zoning

TEACHING STRATEGY

1. City and county governments are closest to the people.
   a. We have city and county governments in Florida.
   b. Broward County has
      (1) county commissioners
      (2) county sheriff
      (3) county schools
      (4) county health department
      (5) county welfare department
   c. The city of Fort Lauderdale has city commission-city manager form of government.
   d. The city provides us with services.
      (1) police protection
      (2) fire protection
      (3) traffic control
      (4) sanitation and water supply
      (5) recreation facilities
   e. There are other types of city government.
      (1) mayor-council plan
      (2) city commission plan
      (3) council- manager plan
   f. Cities have many of the same problems.
      (1) need for planning and zoning
      (2) costs of services
      (3) rising taxes
      (4) slums
      (5) traffic
      (6) transportation
      (7) schools

SUGGESTED ACTIVITIES

Have students construct a chart of how their local government is organized.

Make a pie chart to show the sources of city income.

Invite the city manager or a city commissioner to class to talk about how our local government operates.

Select some students to interview some office holders on what they think young people should know about their local government. Report back to class for discussion.

Have students draw pictures, cartoons, or collect pictures from magazines to make a poster on "How local government serves me."

Plan a field trip to City Hall. Make a list of the offices located there. Give examples to show how you would use the services of some of these offices.

On a map of Broward County, make symbols from construction paper to show the location of our public facilities, such as fire stations, police stations, etc.

If possible try to arrange for a group of students to attend a city commission meeting. Have them observe what they do and problems they discuss. Report to class.

Collect pictures, newspaper clippings, charts and maps related to the activities of our local government, and mount these for display.

Make a chart, "Know Your City Officials." Find out who your city officials are and list them on the chart. If you find pictures of any of them in old newspapers or campaign literature cut them out and place them on chart also.

Many field trips may be planned in this unit to visit public facilities, such as the Health Department, the Sheriff's Department, etc. Students will want to observe the activities of these agencies.

AIDS

Your Life As A Citizen, pp. 133-158.

Civics for Citizens, pp. 80-84.

"Know Broward County," published by the League of Women Voters.

Civics for Americans, pp. 207-219, 227-239.

The National Municipal League, 47 East 68 Street, New York 21, New York, has published pamphlets outlining various plans of city government for 25¢ a copy.

Film:
F-339.4 "The Living City,"
25 min., B.W.
EBF.

SUGGESTED ACTIVITIES	AIDS
Invite the Tax Assessor into the class to discuss how property is assessed. Ask him to show the students a tax map.	
This unit offers an opportunity for you to invite into the class many public officers or to arrange for small groups to visit them and have them explain what they do, services they provide, and problems they encounter.	
Find out how the city and county cooperate to provide utilities and fire protection for persons in unincorporated areas.	

TERMS TO UNDERSTAND

bicameral
chief executive
extradition
state compact
veto

TEACHING STRATEGY

2. State governments play an important part in our American system of government.
    a. They are independent agencies.
    b. They are limited by the federal Constitution.
    c. Each state has its own Constitution.
    d. They are organized similar to our federal government.
    e. They have divisions of power to keep any person or group of persons from gaining too much power.

3. Florida's state government:
    a. The legislature meets every two years, for 60 days.
    b. Senators elected for four years, and Representatives elected for two years.
    c. Supreme Court of seven judges elected by the people.
    d. A Governor heads the Executive Department. He is aided by a Cabinet elected by the people.

4. State responsibilities cover a wide range of needs and problems:
    a. agriculture
    b. commerce
    c. conservation
    d. prisons
    e. hospitals
    f. labor
    g. public health and safety
    h. public works
    i. education

5. The relationships of states is based on the federal Constitution.
    a. state compacts or agreements
    b. honor each other's laws and practices
    c. cooperate in federal elections
    d. cooperate with the FBI

6. States raise money by taxation. Florida taxes include:
    a. motor vehicle
    b. driver's license
    c. motor feul
    d. sales and use
    e. beverage and licenses
    f. cigarette
    g. racing
    h. many other taxes are levied

SUGGESTED ACTIVITIES

Invite a local member of the state legislature to the class to discuss bills he has introduced, problems of our state government, and what he does in the legislature.

Secure a copy of the State Constitution. From the Bill of Rights, make a chart of your rights as a citizen of Florida.

Have a "What's My Line" type of show in which class members try to guess what state office a student pretends to hold.

Make a poster, "Who's Who in Florida Government." Show names and the positions held.

If your school has a Tri-Y or Hi-Y organization, invite a member into the class to talk about its activities and their annual trips to the state capital.

Find out the symbols of your state. Make a poster of these. Include the nickname, song, flag, flower, bird, motto, state tree, and State Day. Pictures of these symbols may be included.

Have students learn the state song if they do not already know it. The music teacher may be invited in to teach the song, if needed.

Have the students make the relief map of our state. Refer to page 181 for an explanation of this activity.

Collect newspaper articles concerning the activities of our state government. Bring these to class to discuss what our state is doing.

Find out the duties of our Governor. Make a chart of these.

AIDS

Your Life As A Citizen, pp. 161-180,277-296.

Civics for Citizens, pp. 120-161.

Civics for Americans, pp. 243-265.

Florida Handbook, 1965 edition

Film:
F-975.5 "United States Expansion," 10 min., B.W. EBF.

SUGGESTED ACTIVITIES

AIDS

Collect pictures to illustrate some of the services that our state provides us with. Use some of the items from the teaching strategy.

Draw a poster showing how a bill becomes a law in Florida.

Draw a map of Florida and outline its counties. Show the number in each county that designates its license tag.

Using the Florida Handbook as a source, make a chart on an acetate to show where the state gets its income. Explain to the class the sources of state income.

Poll the class to find out how many pay state taxes. If nobody does, have them list items they bought such as earrings, that have state taxes. Use this to have students know that they help to support the state government.

MAJOR TOPIC: Involving the Individual in Government

BASIC OBJECTIVE: To understand the importance of voting, how the system works, and why the voters should be well informed

TERMS TO UNDERSTAND	TEACHING STRATEGY
qualify ballot candidate	1. Democratic government must have well-informed voters to survive. All voters must qualify according to state laws.
register	2. Every voter must register before he can vote. In most states you must be 21 years old to register, including Florida. Some states allow younger people to vote.
political party politician politics polls	3. There are many political parties in the United States, but the two most powerful ones are the Democratic and Republican Parties. These parties are found on all levels of government.
campaign	4. Campaign workers are very important in an election. They do all types of work, including making telephone calls, sending letters, and making personal visits.
student council voter	5. Choosing the right candidate for office is most important for good government. This similarity extends even to a junior high school's student council.
	6. Learning to vote wisely takes many years of study and taking interest in the elections.

SUGGESTED ACTIVITIES

Through class discussion let the students discover some reasons why voters must be well-informed if our Democratic government is to survive.

Plan a field trip to the courthouse to see the registration office. Have one of the workers explain the requirements and procedure for registration. Make a chart showing voter requirements after the field trip.
Look in the newspaper for news articles about political parties. Find the names of as many political parties as possible.

Use old magazines to prepare a bulletin board display of past campaigns. Use these to discover some of the things campaign workers do and the fact that young people also work.

Invite some of the student council members to speak to the class about what their duties are and what they are trying to do for the school.

Plan a mock political rally. Let three or four students be the candidates. Have them give speeches to inform the "voters" about their platforms. Use this to show that all voters must be careful as they try to learn about the candidates. Have an election to see how successfully each candidate was.

Make a poster showing some "do's" and "don'ts" for voters.

Make a list of things that the students can do to encourage people to vote. This might include such things as:
(1) reminding parents and neighbors to vote
(2) free baby-sitting while parents vote
(3) helping with extra chores while parents vote

AIDS

Your Life As A Citizen, pp. 234-254.

Civics for Americans, pp. 384,378, 380,380-384,398,186,377-380,18.

Civics for Citizens, pp. 301-303, 272-277,303-305,275-276,278,280.

F-329 "Political Parties," B.W. 18 min., EBF.

We the People, pp. 225-226,384,255-257.

MAJOR TOPIC: Contemporary Problems of American Democracy

BASIC OBJECTIVE: To understand some of the domestic and foreign problems facing the American government and its citizens

TERMS TO UNDERSTAND	TEACHING STRATEGY
states' rights	1. States' rights versus federal power is a serious problem today. The federal government is taking a more active role in education, crime, and other problems that were once state problems.
reapportionment	2. The federal courts have ruled that the state legislatures must revise their membership for more equal representation. The urban areas will get more members.
	3. Social welfare is a major problem. Special welfare programs have been started for many groups of people, ranging from medical problems to housing problems.
foreign policy foreign aid embassies "anti-American"	4. Foreign policy is a major concern. Communism is spreading, war is being waged in Viet Nam, and embassies are being attacked by "anti-Americans."
United Nations	5. The United Nations is being criticized by many people because it has many unsolved problems. Some people would like for us to withdraw from the United Nations.
NATO	6. The United States is a member of many special groups, such as NATO and SEATO. These treaties are with certain countries.
nuclear control disarmament nuclear powers test ban treaty	7. The question of nuclear control and disarmament disturbs almost everyone today. As more nations become nuclear powers and do not sign the test ban treaty, fears increase.
	8. The space race causes much concern for many people today.

SUGGESTED ACTIVITIES

While studying this section encourage the students to look for news articles that relate to world and American problems. Keep a bulletin board display. Allow a few minutes each day for students to briefly tell about the articles before putting them on the bulletin board.

Ask one of the local state representatives to speak to the class on the state legislature and the reason for reapportionment.

On a large world map, locate major trouble spots in the world today. Use some type of symbol to mark these and as new problems arise add them. Put the type problem on the marker, such as "war," "famine," etc.

Collect political cartoons from newspapers and magazines depicting world problems. Study these in class to understand what they mean. Prepare a bulletin board display.

Prepare a bulletin board display of the United Nations and its various organizations. Find out how many areas it covers, such as economics, health problems, etc. Look for news items about these. Then try to decide how effective the United Nations really is. Let this lead to a simple panel discussion about whether we should remain in or withdraw from the United Nations.

Have one of the students write to the United Nations asking for literature and charts on the various agencies of the United Nations.

Have the students write a paragraph on what he/she considers the most serious problem for Americans and why. Have these read aloud to the class. They should prove quite interesting.

AIDS

Your Life As A Citizen, pp. 555-578.

Civics for Citizens, pp. 254-262.

F-958	"Middle East," Color. 25 min., International Film Bureau.
F-380	"World Trade for Better Living," B.W. 15 min. EBF.
FS-973	"Rise of America as a World Power," B.W. Yale Press.
FS-973.5	"The Young Nation and Foreign Affairs," B.W. Yale Press.

Civics for Americans, pp. 338-367.

UNIT FOUR

BASIC DEFINITION OF TERMS

Page 202

attitude: way of thinking, acting, or feeling

individual: one person

majority: the greater part, more than half

measured: exact size or amount of something

opinion: thought or belief

poll: method of measuring public opinion or reaction

public: part of the people

sampling: using a part to determine what the whole is like

questionnaire: a written or printed form used in gathering information on some subject or subjects, consisting of a list of questions to be submitted to one or more persons

Page 212

influence: the power of persons or things to affect others, seen only in its effects

horizons: the limits of one's mental outlook, experience, interest, knowledge, etc.

judgment: the ability to come to opinions of things; power of comparing and deciding

impact: a striking together; violent contact; collision

cultural heritage: the concepts, habits, skills, arts, instruments, institutions, etc., that we have inherited from the past

special interest groups: groups of people seeking to advance their own ideas or ambitions

peer groups: groups of people of the same rank, value, quality, ability, etc.

Page 224

mass communication: means of getting information to large numbers of people

editorial: an article in a newspaper, etc., explicitly stating opinions of the editor or publisher

columnists: people who write or conduct a column in a newspaper, etc.

customs: usual practices, habits, usage

Page 230

financial security: freedom from worry about money matters

individual freedoms: rights of each person

national security: safety of the nation

security: free from danger

social change: acceptance by a group or community of a social idea, custom, or fact

cultural lag: a slowing up or stopping of the development of culture

Page 234

bandwagon: propaganda technique that argues "everybody is doing it"

card stacking: propaganda technique that presents facts that are in favorable light to desired objective, excludes other facts not favorable

glittering generalities: propaganda technique that employs use of "good" words, tending to create a favorable impression

name-calling: using bad words against a person or idea to discredit opponents

plain folks: propaganda technique which tries to show that the person is a common, ordinary person, not affected or rich, and is just like the audience

propaganda: an attempt to persuade people to believe what the speaker wants them to believe; could be true or false

random sampling: a cross-section of the public to estimate attitudes of the entire public

stereotype: distorted picture of certain groups or persons

testimonial: using an "authority" to endorse an idea or product, widely used in advertising

Page 238

evaluate: measure the effectiveness of or worth of something that was sought

fact: that which can be demonstrated to be true

logical: following the accepted valid method of reasoning

obstacles: hindrances or barriers

prejudice: having pre-conceived ideas or attitudes without having facts to support them

rumor: a story whose origin is unknown, which may be true or untrue and cannot be verified

Page 238 (continued)

conclusion: the last part of a chain of reasoning; judgment

analyze: to examine the constituents or parts of

reject: to turn away or aside

solution: answer

Page 242

democracy: government by the will of the majority of the people, or consent of the governed

dignity of man: principle that every individual deserves the respect as a human being

Divine Right of Kings: historical idea that a king received his power to govern from God alone

equality: being equal, having the same rights and chance to succeed as all others

majority rule: idea that vote of more than half can determine the actions of the total group

republic: a country in which the power to govern rests with the people, who give their consent to the government to make laws

Page 244

Communism: totalitarian idea of government, put forth by Karl Marx and adopted by Lenin and still the idea of government in Russia

dictatorship: rule of a country by one man

police state: a totalitarian state where police have power to arrest anyone without regard for rights of the individual

totalitarian: type of government that says the state is the most important social organism, and that all individuals must be servants of the state

legislature: the law-making body of a nation

secrecy: not open to the public knowledge

idealism: behavior or thought based on a conception of things as they should be or as one would wish them to be

suitable: fitting or appropriate

Page 248

assembly: a word or term used by some countries for their law-making groups, such as France

chairman: head of a committee or political party as in Russia

free world: countries that generally follow democratic principles of government

Page 248 (continued)

House of Commons: the name of the most numerous and chief law-making house of the Parliament of Great Britain

Parliament: the law-making body of a country such as Great Britain

President: the person who is the head of a country such as the United States; not to be confused with the term used by some countries whose president is merely ceremonial and has no power (Russia, Italy)

Prime Minister: the head of government, as in Britain, and a member of Parliament

ally: a friend

unstable: not firm or established

rival: an enemy or competitor

Page 250

amendment: a change or an addition

bail: money deposited with court to guarantee a person's appearance at trial later

Bill of Rights: the first ten amendments to the United States Constitution

Constitution: the basic body of laws of the United States

domestic tranquility: peaceful living among the people of a country

double jeopardy: to be put twice in danger of punishment for the same crime

Preamble: the beginning or introduction to the Constitution of the United States

petition: to request or ask in a formal manner. Generally in the form of a written request with the signatures of those making the request

posterity: people who will live after us

Page 254

Congress: the legislative, or law-making branch of our government, composed of two houses, the Senate and the House of Representatives

electors: those who actually cast the ballots for President, according to constitutional procedures; equals the number of members in Congress from each state

judicial: pertaining to the courts; interpreting or saying what the law means

executive: having to do with carrying out or managing affairs; a person who is head of the government

legislative: law-making

separation of powers: principle that says that each of the three branches of government has only those powers given it by law

Page 254 (continued)

Supreme Court: the top court of any judicial system. Our federal Supreme Court is composed of nine judges who interpret the Constitution in regard to cases brought before it.

House of Representatives: the lower house or branch of our legislature. Membership from each state is based on the population of the state.

Senate: upper house or branch of our legislature. Each state has two Senators.

Page 256

assessor: the official who says what property is worth in order to establish a basis for taxation

charter: a written grant or permission by the government to operate

city: generally a place where more than 2500 people live

coroner: the governmental official, medical examiner, who investigates death

county: the largest political divisions of a state, as Broward County, and can include other towns and/or cities

county commissioners: elected officials who govern a county

county recorder: county official who keeps records of sales and transfer of real estate

ordinance: a local law or regulation

prosecuting attorney: the chief official who brings violators of the law to trial and acts as the attorney or lawyer for the government

sheriff: chief law enforcement official of a county

surveyor: official who determines boundary lines of property

township: a political division in some states as in New England, similar to a county organization; also a division of a county

unincorporated: a village without an organized government for itself

zoning: a method of regulating the use of land

Page 260

bicameral: a type of legislature composed of two law-making bodies, such as our Senate and House of Representatives

Chief Executive: the head of government, as the governor of a state

extradition: act of returning a wanted person to another state for investigation

state compact: agreement among or between states to act together in an area of mutual concern

veto: refusal to approve

Page 264

qualify: to make or show oneself competent for something

register: to apply for and obtain inclusion of one's name on the list of voters

ballot: paper on which a voter registers his choice

candidate: person who seeks political office

political party: group organized to promote an idea of government

politician: professional person involved in political affairs

politics: basically the relations of people with one another

polls: places of voting

student council: group of students in a school who are elected by the students themselves to represent them in dealing with school officials

voter: person who casts ballots for candidates for office

campaign: the competition by rival political candidates and organizations for public office

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foreign aid: money given by the United States to foreign countries to help them remain independent and free

foreign policy: our way of dealing with problems involving other countries

NATO: North Atlantic Treaty Organization, a plan of mutual help and protection against aggression by Russia involving Western Europe and the United States

reapportionment: revising the representation in a state legislature according to population

test ban treaty: treaty signed by 83 nations in 1963 to outlaw testing of nuclear weapons above ground

United Nations: association of nations of the world formed after World War II to try to keep peace throughout the world

states' rights: duties and privileges of the states as opposed to the duties and privileges of the federal government

embassies: official headquarters of American ambassadors in foreign countries

anti-American: against America

nuclear control: having power over the nuclear weapons, such as atomic and hydrogen bombs

disarmament: the reduction or limitation of the size, equipment, armament, etc. of the army, navy, or air force

nuclear powers: countries having nuclear weapons such as atomic bombs. Some of these countries are the United States, Russia, Great Britain, France, and China.

UNIT FOUR- FREE SOCIAL STUDIES MATERIAL

Challenge of Ideas, The	31 min. film depicts the ideological struggle confronting American and the Free World today, a struggle that is being fought through the words of diplomats, gestures of friendship, cultural demonstration, foreign aid and military power. Department of the Air Force
Communist Target- Youth (AFIF 116)	35 min. film illustrates communist techniques used to gain control over youth. It presents a view of schools behind the Iron Curtain, which reveal the manner in which young minds are trained. It also discusses methods of extending Communist influences in a free world. Department of the Air Force
Experiment	12 min. film combines photography with cartoon animation to convey a real understanding of the fundamentals involved in people getting along with people. People can't be "socked" into acting or thinking the way we want them to, but will respond to a series of gentle pushes. General Motors Corporation
Margin for Victory	13-1/2 min. film evaluates the strengths of Communism and the free world, and points to the vital role of East Europe as a stumbling block to Communist aggression. It tells how Radio Free Europe keeps 80 million captive people in Poland, Czechoslovakia, Hungary, Rumania, and Bulgaria allied with the West in resisting Communism. Radio Free Europe Fund
World Next Door	30 min. film, in full color, was photographed in over twelve different countries on the six continents of the world. It includes close-ups of the natives of these various countries, and emphasizes the friendliness of people all over the world. It includes scenes of Venequela, Kenya, England, the Phillippines, Iran, Ghana, Germany, Thailand, Trinidad, Japan, Spain, and Mexico. Pepsi-Cola Company
Rumor Clinic	This filmstrip is concerned with rumors and shows how they originate. It is based on research work done by a psychologist. It is a game that can be used for the basis of a dramatic illustration of how rumors operate. Running time is 15 min. Anti-Defamation League of B'nai B'rith

EVALUATION

I. Fill in the blank with the words that match or complete the statement.

politician
judgment
fact
democracy
financial security
legislature

foreign policy
peer group
special interest groups
rumor
totalitarian
Constitution

1. (Judgment) is the ability to come to opinions of things or the power to compare and decide.

2. (Special interest groups) are groups of people seeking to advance their own ideas or ambitions.

3. When we are free from worry about money matters, we have (financial security).

4. Our friends at school are part of our (peer group).

5. A (fact) is something which can be demonstrated as true.

6. A (rumor) is a story whose beginning is unknown. It may be true or untrue.

7. A government by the will of the majority of the people is a (democracy).

8. In a (totalitarian) government the state is the most important social organism and the people are considered servants of the state.

9. Our laws are made by the (legislature).

10. The (Constitution) is the b[illegible]ody of laws of the United States.

11. Our way of dealing with problems involving other countries is our (foreign policy).

12. A professional person involved in political affairs is called a (politician).

II. True-False

(False) 1. Public opinion is of no value to our American way of life.

(True) 2. Schools have a very great influence on forming attitudes.

(True) 3. Most of the people who live in the United States are in the Middle-class economic group.

(False) 4. People today have no concern for survival.

(True) 5. Social changes in America have been accepted by some people and resisted by others.

(True) 6. Clear thinking is rarely an easy thing to do.

(False) 7. The purpose of government is to enlarge the nation.

(True) 8. Freedom of expression is important to true democracy.

(False) 9. Totalitarian states do not believe in punishing any people.

(False) 10. The United States government can make citizens keep soldiers in their homes.

(True) 11. A person cannot be jailed for long periods to time without knowing why he is in jail.

(True) 12. Women were not allowed to vote when our government was first organized.

(False) 13. There are no limits of any kind placed on the activities of the states.

(False) 14. The federal government decides how old a person must be in order to vote.

(True) 15. The United Nations is being criticized by many people in the United States.

III. Short Answers

1. Name three ways of influencing public opinion. (home, television, radio, newspapers, billboards, editorials, many others)

2. In a democracy all powers to govern come from the (people).

3. Only (one) political party is allowed in a totalitarian state.

4. The (United States) is the leader of the Western world.

5. (Russia) and (China) are rivals for leadership in the Communist world.

6. The (president or chief executive) is responsible for enforcing the laws in the United States.

7. The chief executive of the state of Florida is the (governor).

8. Name three kinds of taxes collected by the state of Florida. (motor vehicle, driver's license, motor fuel, or gasoline, sales tax, many others)

9. The two most popular political parties in the United States are the (Democratic) and (Republican) parties.

IV. Multiple Choice

1. All of the following are types of propaganda except:
    a. cardstacking
    b. name-calling (d)
    c. testimonials
    d. true facts

2. Which of the following must be done in order to think clearly?
   a. accept rumors as facts
   b. avoid drawing conclusions too quickly (b)
   c. believe propaganda without analyzing it
   d. jump to conclusions immediately

3. Each of the following countries is a totalitarian state except:
   a. Great Britain
   b. Russia (a)
   c. China
   d. Cuba

4. The first ten amendments of the Constitution are called the:
   a. Preamble
   b. Magna Carta (c)
   c. Bill of Rights
   d. Declaration of Independence

5. No person can be tried for the same crime twice or made to testify against himself. This protection is found in which amendment to the Constitution?
   a. Fifth Amendment
   b. Second Amendment (a)
   c. First Amendment
   d. Tenth Amendment

6. Three amendments were added to the Constitution soon after the Civil War. These included some rights for former slaves. Which amendments were they?
   a. First, Second,and Third
   b. Fourth, Fifth, and Sixth (d)
   c. Seventh, Eighth, and Ninth
   d. Thirteenth, Fourteenth, and Fifteenth

7. Which type of government is used in the city of Ft. Lauderdale?
   a. county council
   b. city commission- city manager
   c. town meeting (b)
   d. dictatorship

8. Which of the following is not a service of the city of Ft. Lauderdale?
   a. police protection
   b. fire protection (c)
   c. education
   d. sanitation and water supply

UNIT FIVE

NATURAL AND HUMAN RESOURCES

UNIT FIVE

"Natural and Human Resources"

Unit Five is designed to give instruction in the areas of natural and human resources and why conservation of the two is necessary for well being.

World, national, state, and individual problems are used to stress the need for and steps taken to promote conservation of natural and human resources. Also included are activities designed to make the student aware of his/her role in combating and involvement in the various problems.

UNIT FIVE- "Natural and Human Resources"

MAJOR TOPIC: A World Problem

BASIC OBJECTIVE: To understand how the fast growing populations of the world are creating problems

TERMS TO UNDERSTAND

census
Demographer
famine
living standards
surplus

TEACHING STRATEGY

A. World Population Explosion
  1. The great increase in births around the world has created problems.
  2. The following statistics help us to determine the problem:
    a. Half of the human race lives in the Far East:
      (1) more than 175 million in China
      (2) more than 100 million people in Indonesia
      (3) more than 85 million people in Pakistan
      (4) more than 95 million people in Japan
      (5) By 1980, India expects to have near 1 billion people.
    b. South America has more than 250 million people and expects to have 600 million by 2000 A.D.
    c. Western Europe has about 300 million people.
    d. The Soviet Union has more than 225 million people.
    e. The United States has over 200 million people and expects to have 350 million by 2000 A.D.
  3. The great population explosion causes our government to be concerned.
    a. There will be a shortage of food.
    b. Overcrowded conditions cause unrest.
    c. Hunger leads to wars.
    d. Providing employment that will enable people to secure their needs.

SUGGESTED ACTIVITIES	AIDS
Poll the class to see how many have been in Broward County for 10 years or more. Have them talk about how their communities have increased greatly in population. Let them point out some problems this has created such as double-sessions in schools, fewer jobs available, etc. Relate these to world problems.	Your Life As A Citizen, pp. 98-101. Civics for Citizens, pp. 4-5,68. Civics For Americans, pp. 113,140-141, 226,343,485,533.
Make a picture graph showing the population of the major countries today. Use the 1950 and 1960 census to point up the increase over a ten year period. Students may project population figures for 1970.	
Find out how the people in your community are counted every ten years.	
Considering the rate of population growth, draw cartoons to illustrate what a community would look like by 2000 A.D.	
On a world map, locate those countries that lead the world in population. Have committees look up information on the countries' major foods, amount of income per person, living standards and problems of feeding the existing population. Report to class. Discuss how the increase in the population of a country can cause additional problems.	
Assign students to keep a notebook for this unit. The notebook should have the format of a research paper. As each section of the unit is studied, students include all the materials given. A section in the back of the notebook should be set aside for vocabulary.	Notebook
Have students make up a questionnaire to be used in taking a census. Send the questionnaire to other classes. Students tabulate the papers when returned and make a report listing the population of the school, areas where students lived before coming to Florida, etc. The reports could be printed and retained to offer a comparison next year.	Printing press

TERMS TO UNDERSTAND

density
migration

TEACHING STRATEGY

4. Florida's Population
    a. The majority of Florida's population lives in urban areas. These major population areas are Miami, Tampa-St. Petersburg, Jacksonville, Ft. Lauderdale, West Palm Beach, and Orlando.
    b. Broward County is one of the fastest growing areas of the state.
    c. The main reason for the rapid population increase is migration from other states.
    d. About 37% of the people who live in Florida were born in the state, 27% were born in other southern states, and 29% were born in the north and north central states.

B. Food Needs of the World
    1. Trying to feed all the people in the world has become a major problem.

    2. There are two major reasons for needing so much extra food.
        a. More babies are being born.
        b. Medical science has found cures for many diseases and people live longer.

    3. Some nations, like the United States, have extra food, but many nations cannot produce enough food for the people who live there.

SUGGESTED ACTIVITIES	AIDS
Use a large wall map of Florida to locate the major urban areas. Give the students desk maps to label.	Atlas of Florida, Raisz and Associates, pp. 34-35,38-39.
Review material previously studied about why these areas have developed into urban areas.	F-917.59 "Florida" 10 min. Color, Dudley. FS-917.59 "Florida's People and their Problems," UFR.
Let each student give his reason for liking or disliking the fact that he/she lives in Florida.	
Take a survey of the students in the class to see why they moved to Florida and how long they have lived here.	
Put these three sections on the board. Take a show of hands to find out how the state statistics compare with those of the classroom. Mark these areas on a large wall map of the United States to make sure that the students get the correct areas.	
Have students write to the Chamber of Commerce of each major population area in Florida requesting information on population growth. When the material arrives assign students to chart the results.	
With migration comes problems of many varieties. Read "Yes, Your Honesty" to the students. After discussion of the problem ask students that have moved here from another area to tell of some of their problems in the new place.	Adventures for Readers, Book 2
Use large world maps to show the major population areas. Then show a large relief map of the world. Let the students find some of the problems that cause food shortages. Include such things as: (1) desert areas (2) mountainous areas (3) climate- too hot or too cold (4) too many large cities to use land for farming	
Have students write a letter to a friend telling about a problem in a crowded community in the year 2000.	
Use small maps to color in the areas of food shortage.	
Discuss how medical science has helped people live longer. What diseases have been cured,etc.	

TERMS TO UNDERSTAND

TEACHING STRATEGY

4. The United States exports food to many nations. Some of the exports include: wheat, soybeans, rice, and peanuts. The importance of this can be seen by the fact that India depends on one shipload of wheat per day from the United States to feed its growing population.

5. The United Nations is working to help solve world food problems.
   a. The United Nations reports that 2/3 of the world's population goes to bed hungry every night.
   b. The United Nations predicts a famine in Asia and Latin America by the 1970's.

6. There are many problems to solve concerning food shortages.
   a. Religious beliefs forbid the eating of certain foods.
   b. Old farming methods must be replaced with scientific farming methods. The farmers must be educated before this can be done.
   c. Many people do not want to change their eating habits or their farming habits.

SUGGESTED ACTIVITIES

Talk about some of the foods that we export. What are some of the problems involved in shipping food? How has science made this much easier? (Powdered eggs, powdered milk, concentrated foods, etc.)

Invite a serviceman who has been to Viet Nam to speak to the class about what he has seen about the eating habits of the Vietnamese. Stress the role of the United States in helping these people to overcome their food shortages.

Review some of the religious beliefs studied in the unit on world religions that cause people to reject certain foods.

Invite one of the science teachers to talk to the class about how science is trying to solve this great problem. Bring out such things as making food from algae, undersea farming, and the possibility of space for relieving the food and population problems.

After the map work, let the students each select a country with food problems and make reports on how farming is done, what crops are grown, etc. Give oral reports and let them illustrate their reports for a bulletin board display.

Rely on the news broadcasts on television to make the students aware of the pictures they have seen of starving children.

AIDS

Laidlaw Understanding Series. (Use books for countries selected.)

Fideler Depth Study Series. (Use books for countries selected.)

The following books are available at the Textbook Office if they are not in your school. They contain good pictures and information for the reports on the countries.

Sorenson, Clarence W. A World View. Silver Burdett Co., 1961.

Barrows, Parker, and Sorenson. Old World Lands. Silver Burdett Co., 1947.

Todd and Cooper. New Ways in the New World. Silver Burdett Co., 1954.

Smith and Sorenson. Neighbors in the Americas. John C. Winston Co., 1952.

Cutright, Charters, and Clark. Living Together Around the World. The Macmillan Co., 1953.

Todd and Cooper. World Ways. Silver Burdett Co., 1954.

Stull and Hatch. Our World Today: The Eastern Hemisphere. Allyn and Bacon, Inc., 1953.

(National Geographic Magazine is an excellent source for pictures.)

TERMS TO UNDERSTAND	TEACHING STRATEGY
flood statistics	7. Tragedy is involved in the statistics of those whose natural resources are destroyed.

SUGGESTED ACTIVITIES	AIDS
Reading "Why Deserts Are Dry" will help students see the non-productive areas known as deserts. After discussion assign students to work on the activities following the article.	Adventures Ahead
Assign a group of students to give a report on how Egypt is solving the problem of food shortage.	Library
Write a short paragraph giving a solution to the problem of food shortage in an area of the world.	
Have students find reports in current publications that discuss the need for food in areas of the world. Students should make an oral report to the class about the article.	Newspaper Magazine
Read "The Floods" and for related activities use those suggested following the story.	Prose and Poetry for Enjoyment

MAJOR TOPIC: Our National Problem

BASIC OBJECTIVE: To understand that land is our main resource and it must be used wisely in order to feed the population
To understand that our supply of land is limited

TERMS TO UNDERSTAND

erosion

countour plowing
crop rotation
strip cropping
cover crops
terracing
topsoil

land form
mangrove
sink
swamp

TEACHING STRATEGY

A. Land-- Our Main Resource
   1. Our most valuable resource is our fertile soil, yet people do not take care of the land.

   2. Erosion is the biggest problem and is caused by "poor farming methods."

   3. In order to save the land our farmers must practice sound conservation, such as:
      a. contour plowing
      b. crop rotation
      c. strip cropping
      d. cover crops
      e. terracing

   4. Crops take minerals from the soil. These must be replaced for the soil to remain fertile.

   5. In some areas, irrigation must be used to have suitable farm land.

   6. Florida's land forms and use
      a. Four general land forms characterize Florida:
         (1) Northwest Plateau and Tallahassee Hills
         (2) Central Highlands
         (3) Coastal Lowlands
         (4) Southern Lowlands
      b. Use of Florida land is divided as follows:
         (1) About 2/3 is forest.
         (2) About 1/20 is planted in crops.
         (3) About 1/2 is farm land.
      c. Most of the land in Florida is privately owned.
      d. Much of Florida's soil is sandy and water soaks through easily.

SUGGESTED ACTIVITIES

Have the students make posters about land conservation.

Have the students who have lived or visited on a farm explain what methods of farming were used.

Have the students divide into committees and make models of these types of scientific farming. They could be done by using real soil in containers, modeling clay, or posters. Let the committee report to the class how the method works. Have them explain what happens when these methods are not followed.

Name some of the crops that take minerals from the soil. Discuss ways of replacing them.

Plan a field trip to the local branch of the University of Florida Agricultural Experimental Farm to see how experiments are being made to improve soil, produce better crops, etc.

Make a poster showing the major use of Florida's land.

Have the students who had lived in other parts of the state, especially the highland areas, to describe the land form or hills and how most of the land was used.
Using the Atlas of Florida have students look at a physical map of Florida. Then draw their own map or use an outline map of Florida provided them. Show the land forms in Florida using various shades of coloring to denote lands having the same elevation.

AIDS

Civics for Citizens, pp. 376-382, 389-392.

Civics for Americans, pp. 517-520, 524-527.

Your Life As A Citizen, pp. 493-495, 492-499.

F-631.4	"Understanding Our Earth--Soil" 11 min. B.W. Coronet.
F-631.4	"Story of Our Soil," 11 min.
F-551.3	"Understanding Our Earth--How Its Surface Changes," 11 min., B.W. Coronet.
F-333	"Reclaiming Wasteland", 7 min., B.W. Newsreel.
F-551	"Face of the Earth," 12 min. EBF.
F-631.4	"Seeds of Destruction," 10 min., Color. EBF.

Blassingame. The First Book of Florida.

Andermann. Florida.

Raisz. Atlas of Florida, pp. 8-9, 14,22,23-25.

TERMS TO UNDERSTAND

TEACHING STRATEGY

e. Florida is flat country and the highest point is in Walton County at 425 feet.

7. Florida's farming and ranches
    a. Florida is the leading state in production of citrus.
        (1) Florida produced over 125 million boxes of fruit in 1961.
        (2) Florida received over 355 million dollars from the sale of fruit in 1961.
        (3) Freezing weather in Florida damages the crops and hurts the state's economy.
    b. Florida is a major source of winter vegetables for the North.
        (1) Tomatoes are the number one vegetable going North.
        (2) Lake Okeechobee area is the major farming area.
    c. Florida is a major producer of beef cattle.

SUGGESTED ACTIVITIES	AIDS
On a map of Florida, use symbols of products to show locations of citrus, vegetable, and live-stock grazing areas. For example, using a picture or drawing of a cow, show where cows grazed, etc.	
Visit a farm to see how it operates and what is raised.	
Find pictures to illustrate what vegetables are produced in Florida.	
Florida ranks third in the nation in producing honey. Students at Braithwaite Elementary School started an apiary in which they produced bees to watch them make honey. If possible, visit the school to see how this is done.	
Visit a ranch in your area. Observe the activities of the workers there.	
Assign students to watch "Green Acres" on television. Ask them to list the farming errors they see and make suggestions for improving them.	Television
Write to the national F.F.A. office and request materials dealing with farm conservation. Have the students make written reports from these materials.	
Have a good reader read one or two poems by Robert Frost that deal with farms. Using this as a springboard have students make up poems about conservation.	*Collected Poems*, Robert Frost
This is a long term activity. The teacher should read the novel in serial form. As this novel deals with Florida farm life and can be adapted freely to the unit, the teacher should plan the readings to correspond as closely as possible with the civics activities.	Rawls, Marjorie. *The Yearling*
The teacher is encouraged to draw language arts skills activities from the novel. The novel offers many possibilities for activities, and the teacher should create the activities to fill the needs of the individual class.	

SUGGESTED ACTIVITIES	AIDS
The showing of the film The Yearling is a suggested final activity. Students should be prepared to enjoy and appreciate the film better after the study of the novel. The film-showing should be a joint effort of the schools involved so that the rental fee is shared by all. The teachers should meet and set a time and place for the showing.	

MAJOR TOPIC: Water-- A Vital Resource

BASIC OBJECTIVE: To understand the importance of water in our daily lives
To understand the importance of conserving our water supply

TERMS TO UNDERSTAND

droughts
pollution
reclamation
reservoir
sewage
watershed
water table
desalination

TEACHING STRATEGY

B. Water-- A Vital Resource
   1. Modern industry considers water as one of its most essential raw materials. It is used for carrying away waste materials.

   2. Water is impotant to our economic life.
      a. drinking
      b. washing
      c. lawns and flowers
      d. farms
      e. forests
      f. recreation

   3. Water conservation has become a major problem recently.
      a. Dams are built to control water.
      b. Giant reservoirs are built to store water from rains and snow.

   4. Water pollution is a big problem in many communities. The major causes are:
      a. sewages
      b. garbage
      c. industrial waste
      d. seepage from mines
      e. silt
      f. salt water erosion

   5. Polluted water endangers the health of people, fish, and breeds mosquitoes.

   6. The United States water table has become lower as many demands are beginning to deplete the resources.

SUGGESTED ACTIVITIES

Find out how your community gets its water supply.

Have students find pictures to make a poster to show how water is necessary to you every day.

Poll the class to see if there are students who have lived in areas where there are water shortages. If so, have them describe how this affected them.

Imagine that we have a serious water shortage in our community. Have students suggest how this will affect their daily life. They may draw cartoons to illustrate their ideas.

Discuss the recent drought situation in South Florida. Find newspaper clippings about the condition. Have students relate stories or things they know happened by this drought. Use this to point up the importance of water to living things. Show how this affected the price of beef, fish, and vegetables.

Ask students to point out ways they have wasted water. Let them suggest ways they can save water.

Have the students promote a "Water Conservation Week." Draw up slogans and make posters to put up around the campus to make other students aware of useless waste of water.

Have students look up information on the Grand Coulee Dam, Hoover Dam, Shasta Dam, Bureau of Reclamation. Make short reports to the class.

Invite the science teacher in to talk to the class about the efforts of scientists to make ocean water suitable for personal purposes.

Plan a field trip to the local water plant. Observe how water is purified.

Investigate the problem of pollution in your community. Find out what is being done to solve the problem.

Using an outline map of Broward County locate the areas where our water supply comes. Keep this map to add other areas studied in this unit.

AIDS

Your Life As A Citizen, pp. 495-99.

Civics for Americans, pp. 524-26.

Civics for Citizens

Films:

F-597 "Mysteries of the Deep," 24 min. Color. Walt Disney.

F-339.1 "Water Bill: USA," 30 min., Color. Caterpillar Co.

F-551.35 "Ground Water".

TERMS TO UNDERSTAND

food fish
trash fish

TEACHING STRATEGY

7. Florida Fresh and Salt Water Resources
    a. One of the major incomes in Florida is the shellfish industry.
    b. Florida ranks fourth in production of seafood in the nation.
    c. Florida faces some problems in the shellfish industry today.
        (1) Frequent contamination of fresh water destroys fish.
        (2) Finding new areas for shrimp fishing is becoming difficult.
        (3) Intrusion of salt water into the coastal areas.
        (4) The increased interest in sport fishing.

SUGGESTED ACTIVITIES	AIDS
Have students tell about their experiences of fishing in Florida. What do they do with the fish.	
Draw pictures of principle game fish in Florida. A trip to a taxidermist may be of interest to students to see how fish are mounted.	Raisz. *Atlas of Florida*, p. 27.
Find out about the activities of "poachers" in Florida. Report on how Florida deals with them.	
Make a poster "Seafood From Florida." Paste on pictures of the various types of fish that people eat that Florida produces. Make a poster showing pictures of "Trash Fish" and "Food Fish." What use is made of trash fish?	

MAJOR TOPIC: Mineral Resources

BASIC OBJECTIVE: To understand that our mineral resources are not renewable and we need to use what we have wisely

TERMS TO UNDERSTAND

natural deposits
non-renewable
self-sufficient
stock pile
phosphate
limestone
peat

TEACHING STRATEGY

C. Mineral Resources
   1. Minerals are essential to our economy. We are a great country partly because of our great mineral resources.

   2. Minerals are non-renewable and cannot be restored.

   3. The nearly used up sources of minerals causes us to:
      a. use lower-grade minerals which are expensive to mine
      b. import iron ore and many other important minerals
      c. stock pile essential minerals because of the danger of a war
      d. find substitutes for minerals
      e. import minerals we lead the world in producing such as copper, aluminum, lead, and zinc.

   4. The future of our nation depends on our ability to use our mineral resources wisely.

   5. The United States does not produce all of the minerals we need.

   6. Florida's Minerals
      a. Florida produces 75% of the nation's phosphate, most of which is used for fertilizer. Polk and Hillsboro counties are the major production areas.
      b. Limestone is also an important mineral used in roads and buildings. Florida has all the necessary ingredients to make cement: lime, sand, and clay. Plants are at Bunnell, Tampa, and Miami.
      c. Peat production puts Florida second in the nation.

SUGGESTED ACTIVITIES

Using a map of the United States show the areas where our coal, oil, gas, iron, copper, and uranium are found. Let each mineral be represented by a symbol and paste on the map.

Make a list of mineral products that are made. Collect pictures of these products and paste on a poster for display.

Have a student make a report to the class on the efforts of Theodore Roosevelt to create an interest in conservation.

Invite a local manufacturer to speak to the class on the wise use of resources by his industry.

Poll the class to see if there are students from mining towns. Have them relate some experiences of visiting the mines.

Have students find out what federal agencies are involved in mineral conservation.

If students did the map suggested in the study of water conservation, add to it the location of important natural resources in your county.

A student may make a report to the class on John F. Kennedy's special message to Congress on natural resources.

Have the students make an outline map of Florida with its major minerals.

Locate Bunnell, Tampa, and Miami on a map of Florida.

Plan a field trip to one of the local cement mixing companies so the students can see how cement is made and used.

AIDS

Civics for Americans, pp. 388-389.

Your Life As A Citizen, pp. 503-506.

Smith, Frances. First Book of Conservation.

Filmstrips:

"Story of Iron and Steel," Yale Press.

"Mineral Conservation Today," S.V.E.

Film:

F-632 "Rival Worlds," 27 min., Color. Shell Oil Company.

Atlas of Florida, pp. 14,29.

MAJOR TOPIC: Forest and Wildlife

BASIC OBJECTIVE: To understand the importance of protecting our forest and wildlife resources

TERMS TO UNDERSTAND

commercial timber
fauna
flora
reforestation
game refuge

forest
wilderness
farmland

TEACHING STRATEGY

D. Forest and Wildlife
1. The forests are necessary for our economic well-being.

2. The forests are valuable and have many useful purposes.
   a. provide beauty spots
   b. provide shelter for wild animals and birds
   c. prevent wind and water erosion
   d. used to make paper
   e. used to build houses
   f. used to make certain articles
   g. provide fuel

3. The greatest enemy of forests is fire. Causes are:
   a. negligence
   b. carelessness
   c. lightning

   Fire results in:
   a. soil erosion
   b. destruction of water sheds
   c. destruction of game areas
   d. decay of timber
   e. disturbance of stream flow

4. The United States Forest services see the need for:
   a. more fire protection
   b. more planting of trees
   c. less waste in cutting
   d. laws to force companies to treat trees as crops

5. Wildlife is so important that countries sign treaties concerning migratory wildlife.

6. All natural resources must be conserved or the balance of nature may be destroyed. Natural resources depend on each other for survival.
7. The "taming" of wilderness yields bounties of farmland, towns, jobs, and resources.

SUGGESTED ACTIVITIES	AIDS
Have students make a drawing of Smokey the Bear with new slogans.	Civics for Citizens, pp. 382-388.
Have students view the T.V. cartoon of Smokey the Bear and the Ranger. Discuss how the cartoon relates to conservation.	Your Life As A Citizen, pp. 499-50 Civics for Americans, pp. 521-524.
Have students make plans for activities that they could carry out during "Fire Prevention Week."	Film: F-333.75 "Your Friend the Forest," 7 min., Color, EBF.
Survey the class to see if students remember the forest fires in California. Use this to show how fires spread rapidly and could cause extensive waste.	
Students may recall the forest fires in the Everglades during the 1967 drought. How did this affect the wildlife?	
Look up information of the Izaak Walton League. Report to the class on its activities.	
If possible, plan a field trip to the Everglades National Park.	
Make a poster using pictures to demonstrate good and bad practices while camping near a forest.	
Look in the yellow pages of your telephone directory and locate the listings of Game Wardens and Conservation Agents in our area. Invite an agent to the class to talk about conservation problems in the area.	
Read "The Ax has Cut the Forest Down." Let the students discuss the questions following the poem. Next the students can make a display of pictures of a wilderness "before" and "after" it has been "tamed."	Adventures Ahead

TERMS TO UNDERSTAND	TEACHING STRATEGY
	8. Florida's Forests
	a. Florida's forests are being depleted.
	b. The major types of forests are: long-leaf pine, slash pine, cypress, hardwoods such as oak, sweet gum, and yellow poplar.
	c. Lumbering and turpentine products are two of Florida's oldest industries.
naval stores	d. The wood industry produces naval stores, containers, and lumber for housing, poles, and pilings.
pulpwood	e. Florida is a leader in the production of pulpwood and paper.
	f. Most of the forests are protected, but many of them need replanting.
	g. About 10% of the forest land is owned by federal, state, or local governments.
	h. Wild fires are the greatest problem for forests. Carelessness is the major reason for the fires.
	i. Florida has many National and State parks, the most famous being Everglades National Park. Another large forest is the Ocala National Forest.

SUGGESTED ACTIVITIES

Make an outline map of the state of Florida for the bulletin board. Locate and mark each of the State and National Parks and forests.

Try to get samples of each of the types of wood grown in Florida for commercial reasons. Use simple reference books to find the ways the wood is used.

Invite a Park Ranger to come to the class to talk to the students about the parks and forests in the state. (Check to see if he has an available movie.)

AIDS

FS-917.59 "Using Florida's Forests," Color, Florida Filmstrip Service.

Atlas of Florida, pp. 15,22,28

MAJOR TOPIC: Human Resources

BASIC OBJECTIVE: To understand that maintaining good health is a personal problem and a community problem
To understand that using simple health rules may help families guard against the high cost of poor health

TERMS TO UNDERSTAND

alcoholic
cancer
killer-disease
handicapped
heart disease
narcotics
psychiatrist

TEACHING STRATEGY

A. Health
   1. Maintaining good health is both a personal and a community problem.

   2. Man continues to seek new information to fight the causes of death.

   3. Health problems of concern relate to:
      a. high rate of mental illnesses
      b. controlling killer-diseases such as cancer and heart disease
      c. rising number of polio cases
      d. aid for the handicapped persons
      e. widespread use of narcotics, alcohol, and gambling among teenagers
      f. poverty stricken families where the disease rate is high

   4. Private agencies and various branches of the government cooperate to provide health services to help us maintain good health.

SUGGESTED ACTIVITIES

Have students engage in a discussion of their slum areas. Have them recall things that they observed that may cause a health problem, such as garbage strewn around, etc. Stress how poor housing and unsanitary conditions affect health.

Call the city manager's office and ask him to recommend a resource person whom you may invite to come to the class and discuss how Urban Renewal can help the community with its health problems by clearing the slums.

Invite the school nurse to visit the class and explain the public health program in the schools.

Invite the Physical Education Supervisor or teacher to visit the class and talk about the National Fitness Program.

Survey the class to find out if any students and parents attended the "Alert Program" sponsored during the summer of 1967 in Broward on the problem of sex, dope, and alcohol. They may share with the class some of the things they learned.

Have students make a chart showing the major causes of death in the United States.

The suggested topics may be used for library research and short oral reports to the class:
a. What it Costs to be Sick
b. The "March of Dimes"
c. Some Famous Names in the Fight Against Disease:
    (1) Pasteur
    (2) Reed
    (3) Salk
d. The World Health Organization

Have a student tell about his experience in a hospital. Try to secure a hospital bill of someone they know who was ill to point up the cost of hospital and medical care.

AIDS

Building Citizenship, pp. 230-234, 242-247.

Civics for Americans, pp. 528-530.

Civics for Citizens, pp. 395-412.

Your Life As A Citizen, pp. 338-346.

Films:

F-613 "Cleanliness and Health," 10 min., B.W.

F-613.81 "Alcohol and the Human Body," 15 min., B.W. EBF.

F-616.86 "Drug Addiction," 22 min., B.W. EBF.

F-616.86 "Tobacco and the Human Body," 15 min., B.W. Coronet.

F-131 "Attitudes and Health," 10 min., B.W. Coronet.

Filmstrips:

"Urban Conservation Today," S.V.E.

"Heart Disorders- Cancer- Glandular Disorders," S.V.E.

"Some Facts About Smoking and Drinking," Jim Handy.

"Alcohol and You, Part I," S.V.E.

SUGGESTED ACTIVITIES

Resource people may be of valuable assistance in this part of the unit. The following are suggested:

a. doctors
b. representative of the Veterans' Administration
c. a local psychiatrist
d. representative from Alcoholics Anonymous Club
e. a member of the teenage organization, Alcoteen

Plan a field trip to visit a school for special students, such as the blind, the deaf, or the crippled. Have students observe how these students are taught.

Plan a field trip to the Mental State Hospital. Stress the fact that mental illness is only an illness of the mind as any disease is of the body and needs a special sort of treatment.

Draw cartoons to illustrate health problems of your community or ways to promote better health in your community.

Secure from the public library a book written in Braille. Bring it to school for the children to examine.

Have students find newspaper articles on the teenager and dope and alcohol. There are many cases of arrests for such in the state. Use these to talk about the problem of such activities to our community and the effect on a person's health.

Have students talk about things they do to maintain good health, such as brushing teeth after each meal to keep healthy teeth. Have them make posters of "Good Health Practices."

Find out if students have ever been in an epidemic, such as the Asiatic flu epidemic or any other disease that spread through a community causing quarantines. Have them relate their experiences in such an epidemic.

AIDS

Filmstrips (continued):

"Alcohol and You, Part II,"
S.V.E.

"Narcotics and You, Part I,"
S.V.E.
"Narcotics and You, Part II,"
S.V.E.

MAJOR TOPIC: Accidents at School

BASIC OBJECTIVE: To understand that accidents can happen very easily and it is the responsibility of everyone to try to prevent them

TERMS TO UNDERSTAND

accident
horseplay

physical education

disability

supervision

TEACHING STRATEGY

B. Accidents at School
1. Junior high school students have a responsibility to themselves and others to be safety conscious at all times. Horseplay is the major cause of accidents.

2. Physical education activities should be carried out according to instructions. Proper equipment should be used.

3. Students who have physical problems or handicaps should make them known to the teachers.

4. Cleanliness is an important goal of all students.

5. All directions given by the teachers should be followed for safety reasons. This is especially true when using electrical equipment.

6. All safety rules must be obeyed. Some of these include:
   a. no running in the halls
   b. no pushing in the classrooms or halls
   c. no throwing objects, such as paper. or erasers
7. Fire drill rules must be obeyed. When the signal is sounded, students and teachers do not know whether it is a drill or a real fire.

8. School accident insurance is available to all students, but it is the student's responsibility to report an accident.

9. All students must work together to prevent accidents at school.

SUGGESTED ACTIVITIES

Invite one of the physical education teachers to give a talk and demonstration on what *could* happen by horseplay at school, such as pulling a chair out from under a student, throwing paper wads, etc.

Discuss why cleanliness is important in a lesson of this type.

Discuss some accidents that the students have seen. How was it caused? How did it affect the person in terms of injury and inconvenience? What could have been done to prevent the accident?

Have a class discussion on why school rules are important. Add some other rules to the list.

Invite the school safety officer of Broward County to give a talk on school accidents. After he has completed his talk, plan a school safety drive. Have each student to make a poster to be displayed somewhere in the school. Write a short talk or skit to be presented over the intercom to inform all students about the safety drive and seek their cooperation.

The teacher should go over all fire drill regulations with the students very carefully---and explain why the rules exist. Practice a fire drill routine. Use the *Reader's Guide* to find an article about a school fire to illustrate that fires can happen.

AIDS

F-614.8 "Safety on the Way to School," 10 min., B.W., Coronet.

F-371.7 "Safety on the School Bus".

F-614.8 "Playground Safety," 10 min. B.W. Coronet.

Civics for Americans, pp. 432-434.

MAJOR TOPIC: Accidents at Home

BASIC OBJECTIVE: To understand that the home environment is where most accidents occur and that simple precautions can make activities at home safer for himself and his family

TERMS TO UNDERSTAND

carelessness
flammable
pesticides

TEACHING STRATEGY

C. Accidents at Home
   1. The majority of accidents occur in the home: falls, burns, fire, poison. In a recent year 28,000 people died from accidents in the home.

   2. Fires are a major source of destruction in the United States. Some home fires are caused by:
      a. smoking in bed
      b. defective electrical appliances
      c. children playing with matches
      d. overloading electrical outlets
      e. kitchen fires

   3. Careless use of firearms is a serious problem in the home. "I didn't know it was loaded" is most often the excuse.

   4. Poisons in the home present many dangers.
      a. Keep out of the reach of children.
      b. Everything should be labeled for family use.
      c. Use extreme care with pesticides.

   5. Small children should be watched in homes with pools.

   6. Some other serious home dangers are:
      a. scattered toys
      b. running through glass doors
      c. misuse of sharp instruments
      d. slipping in bathtubs

SUGGESTED ACTIVITIES	AIDS
Make a home safety check list as a class project. Make copies for each student. Have students take these home to complete (with parental help and cooperation). As a family project, work toward improving unsafe conditions at home.	Safety Program Planning Kit--check with Mr. Dan DeMauro's office to get material on all phases of safety. He has leaflets of all types.
Prepare a bulletin board display of newspaper articles about accidents in homes. Use these to show how prevalent these accidents are. Talk about how each one could have been avoided.	Newspapers F-614.8 "Safety in the Home," 13 min., B.W. EBF. "Safe at Home", 10 min., Color, Walt Disney (Materials Center).
Discuss accidents that have happened in the homes of students. Could they have been avoided? How? Has anything been done to see that it will not happen again? What?	

MAJOR TOPIC: Traffic Accidents

BASIC OBJECTIVE: To understand the responsibilities of citizens for safety on the highways
To understand that courteous driving and right attitudes are essential to driving

TERMS TO UNDERSTAND

attitude
Florida Turnpike
hitchhiking
pedestrian
safety patrol
tailgating

TEACHING STRATEGY

D. Traffic Accidents
  1. More people have been killed on the highways than in all wars of the United States.

  2. Some of the major causes of automobile accidents are:
     a. driving too fast
     b. following too closely
     c. not observing traffic rules
     d. driving while intoxicated

  3. Hitchhiking can be dangerous to the driver and the hitchhiker.

  4. Rules of safe driving are very important to bicycle and motor-bike riders.

  5. Attitude is the key to safe driving.

  6. Safety belts are stressed as a method of protection in car accidents.

  7. The governments are investing large sums of money in efforts to make our highways better and safer for driving.

SUGGESTED ACTIVITIES

Make a poster showing rules for safe riding of bicycles and motor cycles.

Collect newspaper articles about the results of not obeying safety rules. Make a poster of these for display.

Invite the Driver's Education teacher to the class to talk about the importance of observing rules in driving.

Invite a highway patrolman or other safety officer to the class to talk about the careless drivers on the highway.

Construct a graph to show how many persons have been killed in automobile accidents, on bicycles and motor bikes for the last three years. Show how the rapid increase is causing national and local concern. As a result of so many accidents Florida students will be required to take Driver's Education.

Draw cartoons illustrating bad safety habits in use of a bicycle, car, or motor bike, such as the "Bicycle Bug" or "Jughead Jaywalker," etc.

Make a poster of important road signs that students should recognize and observe.

Make a chart of "Famous Last Words." These are statements with unwise advice that led to death, such as "Oh,listen. That's the train whistle! Step on the gas and we'll get across before it comes."

Have a simple debate:
Resolved: Bicycle riders should be required to take a driver's test.

Have students relate any experience they may have had, either witnessing an accident or being involved in one. Discuss how it happened.

Develop some slogans of your own about safe driving such as you see on television--"This driver was right--dead right." Make posters to display around the campus during "National Safety Week."

AIDS

Building Citizenship, pp. 257-258, 266.

Civics for Americans, pp. 432,429-32.

Your Life As A Citizen, p. 148.

Films:

F-629.28	"Dick Wakes Up," 14 min., B.W. AAA.
F-629.28	"Anatomy of an Accident," 26 min., Color, ATT.
F-629.28	"Accident," 26 min., Color, ATT.
F-629.28	"Human Factor in Driving," 11 min., B.W., Progress Pictures.
F-629.28	"Mickey's Big Chance," 17 min., B.W., AAA.
F-629.28	"Take a Look at the Odds," 10 min., B.W., National Safety Council.
F-629.28	"Safety Through Seat Belts," 13 min., B.W., University of California.
F-629.227	"Bicycle Safety," 11 min., B.W., Young America.

MAJOR TOPIC: Recreation Areas and Accidents

BASIC OBJECTIVE: To understand how carelessness during leisure time can lead to accidents, but by applying a few safety rules maximum benefits can be obtained from recreational areas

TERMS TO UNDERSTAND	TEACHING STRATEGY
leisure time	E. Recreation Areas and Accidents 1. Leisure time is a growing concept in American standard of living. Citizens can enjoy their free time in many ways as spectators or participants.
spectator participant	2. Many park facilities are available at inexpensive rates for boating, camping, swimming, hiking, playing games, etc.
recreation amusement hazard	3. There are many dangers in recreational activities if rules of courtesy and common sense are not followed. Some of these include: a. death by drowning b. forest fires from careless camp fires c. boating accidents d. over-exposure to the sun e. snake and insect bites

SUGGESTED ACTIVITIES	AIDS
Allow each student to tell about his/her leisure time activity and the dangers involved. Have them tell the safety precautions he/she uses.	Your Life As A Citizen, pp. 515-530. Civics for Americans, pp. 171-183.
Prepare a bulletin board display on "Things to do in Broward County." Pictures can be clipped from brochures supplied by the Chamber of Commerce, newspapers, post cards, or personal photographs. Talk about the rules and regulations for some of these places.	
Invite a speaker from one of the recreational areas to speak to the class about the facilities and the safety rules. This could be someone from the city recreation department, a lifeguard, etc.	

UNIT FIVE

BASIC DEFINITION OF TERMS

Page 280

census: a count, as of people

demographer: a population expert

famine: mass starvation

living standards: ways in which people live, as food, clothing, housing, luxuries

surplus: amount over and above what is needed

density: how closely people live in an area. Usually measured by number of people per square mile

migration: movement from one area to another

Page 288

crop rotation: alternating the crops grown on a piece of land each year

landform: the way in which the land was made by nature

mangrove: tropical trees that send down branches which take root in the water, usually found in swamps and resemble a forest on the water

sink: an area of land that has fallen below the surrounding level of land

swamp: an area of land perpetually under water

contour plowing: plowing land in a circular or curving manner to hold water and soil

cover crop: crop that holds the soil in place

erosion: washing away of the top soil

fertility: the ability of the soil to produce crops

terracing: plowing land in step-like way to hold water and soil

topsoil: the upper layer of land. That part of the land that is fertile

strip cropping: planting crops of different types in strips to prevent the washing away of the soil

Page 294

drought: a condition in which little or no rain falls. The vegetation suffers from lack of water

pollution: harmful to the health. Unsafe to use

Page 294 (continued)

reclamation: activity of putting a resource into useful condition again

sewage: waste matter

watershed: the area which collects and stores water in the soil

desalinization: a process that removes the salt from sea water, making it suitable for human consumption

food fish: fish that can be used for food for human beings

trash fish: fish that people normally do not eat

Page 298

peat: highly organic soil (more than fifty percent combustible) of partially decomposed vegetable matter, in marshy or damp regions, drained and cultivated, cut out and dried for use as fuel

limestone: a rock consisting wholly or chiefly of calcium carbonate, originating principally from the calcareous remains of organisms and when heated yields quicklime

natural deposits: resources that are available in the ground

non-renewable: once used cannot be put back or used again

self-sufficient: able to survive or live without outside assistance

stockpile: gathering and storing of essential resources

phosphate: a salt or ester of phosphoric acid; a fertilizing material containing compounds of phosphorous

Page 300

commercial timber: trees that can be used for lumber

fauna: the animal life in the area

flora: the plant life in the area

game refuge: an area set aside in which animals are protected

naval stores: products from pine trees, such as tar, pitch, turpentine

reforestation: planting or seeding an area to grow trees again

pulpwood: wood used in paper-making

Page 304

alcoholic: a person who drinks alcoholic beverages to an uncontrollable degree

cancer: a disease that involves the excessive multiplication of human cells

Page 304 (continued)

handicapped: a person with a physical defect that does not permit him to do things a normal person can do

heart disease: a disease that affects the arteries that feed the heart muscle

narcotics: drugs

psychiatrist: a doctor who attempts to treat mental illness

killer disease: a disease that cannot be cured

Page 308

accident: an unforeseen and unplanned harmful event

disability: lack of ability to do something

horseplay: activity that is unsupervised, involving impulsive interplay between individuals

physical education: activity designed to aid in knowledge of and development of the human body

supervision: having someone in authority to watch and direct activities

Page 310

carelessness: not giving sufficient thought to an activity and its consequences

flammable: having the characteristics of being easily caught on fire

pesticides: chemicals that kill insects

Page 312

attitude: how a person looks on something or what he thinks about it

Florida Turnpike: a toll road extending 265 miles from Miami to Wildwood

hitchhiking: trying to get a ride from a motorist on the highway

pedestrian: a person who is walking

safety patrol: a school organization designed to protect the other students

tailgaiting: following another car too closely

Page 314

amusement: an activity that relaxes or involves recreational activities

hazard: anything potentially dangerous

leisure time: time free from required activities

Page 314 (continued)

recreation: activity that is engaged in during free or leisure time, usually something that relaxes and refreshes

spectator sport: a sport in which people watch the activity

participant: one who takes part in an activity

The following filmstrips are useful with The Natural and Human Resource Unit.

If not available in your library, information is given for purchasing purposes.

CATALOGUE NUMBER	DESCRIPTION	PRICE
FA433-1R	Soil Conservation Today	$9.00
FA433-2R	Forest Conservation Today	9.00
FA433-3R	Water Conservation Today	9.00
FA433-4R	Wildlife Conservation Today	9.00
FA433-5R	Mineral Conservation Today	9.00
FA433-6R	Urban Conservation Today	9.00
FA433-7R	Land Conservation Today	9.00
	(Each filmstrip comes with a record)	
FA572-1R	Tobacco and Your Health w/record	9.50
FA572-2R	Alcohol and Your Health w/record	9.50
FA572-4R	Drug Misuse and Your Health	9.50

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Stanley Bowmar Co., Inc.
12 Cleveland Street
Valhalla, New York 10595

CATALOGUE NUMBER	DESCRIPTION	PRICE
1331	Forest and Forest Products (set of 5)	$30.00
6252	Producing the World's Food	8.00
6255	Producing the World's Goods	8.00
3264	Aluminum	5.00
4152MX	Products and Industries (set I) This set tells the story of an important product or industry --where it comes from and its importance to our daily life. It includes iron and steel, copper, cotton, rubber, coal, and aluminum. ($4.00 each)	22.50
3576MXR	Steel Worker w/record	15.00
1045X	Our National Parks (includes 4 filmstrips on the Mammoth Cave, the Everglades, the Great Smokey Mountains, and the Okefenokee Swamp at $6.00 each)	24.00
3519X	Our National Resources (set of 6)	30.00
3720	Poverty--Problem and Promise	4.00
3721	Conservation and National Policy	4.00
3722	Water Resources--America Faces a New Problem	4.00
3717	The Nation's Health: Problems and Progress	4.00
3711	Feeding the World's People	4.00
9235	For the Children--Work of UNICEF	5.00
3253M	Fire Prevention	5.00
4571	Preventing and Controlling Fire	6.50
4570	Safety in Sports and Recreation	6.50
8447	Health and Safety Out-of-Doors	6.50

UNIT FIVE- HUMAN AND NATURAL RESOURCES

FREE SOCIAL STUDIES MATERIAL

First Priority, The	26 min. film presents the story of the problem of feeding the world's millions as the problem of a gap--a gap between those who have more food than they can use, and those who do not have enough. Food Agricultural Organization of the United States
Food or Famine	27-1/2 min. film, in full color, is an appeal for greater international cooperation in expanding food production world-wide to avert mass starvation of exploding populations. It depicts hunger as it is today and the steps being taken to make the land and the sea more productive. Shell Oil Company
Opportunities Unlimited	15 min. film shows how thousands of men and women with physical impairments are developing their abilities and overcoming their disabilities in paid employment with the aid of enlightened industrial managers. Vocational Rehabilitation Administration
Population Explosion	30 min. film explores the questions of how fast we are growing and why. It explains why our present rapid population growth poses many complex problems. It explains how and why life expectancy has increased, and then it shows how a major conflict like World War II upsets predictions. United States Bureau of Census
World View	30 min. film explores the problems presented by the enormous growth of the world's population. It shows and explains the causes of the upswing in population, demonstrating that the death tolls from war, famine, and disease have been greatly reduced. It speculates on the capacity of the world in numbers of people and plays some uncomfortable games with population figures for the future. United States Bureau of Census
Arizona and Its Natural Resources	28 min. film, in full color, shows scenes of copper, asbestos, uranium, manganese, and tungsten mines, as well as scenes of industrial processes using copper, lead, zinc, silver, and asbestos. It includes sequences which show oil well drilling, irrigation, cattle raising, and marketing, fruit and vegetable farming. It also shows the state's scenic attractions, among which are the Grand Canyon, the Petrified Forest, Hoover Dam, Davis Dam, and Imperial Dam. Bureau of Mines

Drew Pearson Reports on the Reclamation of the Desert in Israel	16 min. film reports that the greatest miracle of Israel is its conquest of the desert. The Negev, eroded since the days of Abraham, has become a land of lush grass. Water is now being harnessed to make the desert spring to life. United Israel Appeal
Green Glory	11-1/2 min. film shows India's vast forest wealth. A vigorous effort is being made to conserve the forest growth and the film shows how conservation and reforestation will increase national wealth. Information Services of India
Harvest	28 min. film, in full color, tells the story of the Rockefeller Foundation's technical assistance program in agriculture, which in the past 20 years, has helped create in host countries a corp of scientists dedicated to increasing their countries' food crop and animal production. Bureau of Communication Research
S.O.S.--Save Our Soil	11 min. film, shows India's efforts to conserve soil to meet the challenge of erosion. Indiscriminate cutting of trees, cultivation of slopes and uncontrolled grazing have robbed India of thousands of acres of land that were once fertile. Soil conservation methods are demonstrated. Information Service of India
Oregon and Its Natural Resources	30 min. film in full color, shows the natural resources of the state. It includes scenes of gold dredging, mining of silver, copper, lead, zinc, manganese, magesite, obsidian, alumina, and basalt. It also includes a glimpse of the lumbering, plywood manufacture, and the agriculture of the state. Bureau of Mines
This Is T.V.A.	28-1/2 min. film, in full color, describes and illustrates conditions leading to the creation of T.V.A. and it shows its accomplishments. It contains animation showing how the system of dams operates for flood control, and includes T.V.A. operations in fields of fertilizer research and use, forestry, malaria control, navigation, flood control, power, and recreation. Tennessee Valley Authority, Film Service

EVALUATION

I. Multiple Choice

1. Erosion is caused by:
   a. allowing cattle to graze too much in one area
   b. planting the same crop every year (d)
   c. growing cotton and tobacco on the land
   d. the action of wind and/or water on unprotected land.

2. The greatest enemy of our forests is which of the following?
   a. erosion
   b. careless lumbering (c)
   c. man himself
   d. insects

3. All of the following are true about topsoil except which one?
   a. It is naturally richer in the organic matter necessary for plant growth.
   b. Grasses, bushes, and trees can protect it.
   c. It is usually several feet in depth. (c)
   d. It can be washed off or blown away.

4. One chief reason why recreation is important for everyone is that:
   a. It occupies time when one is not at work or at school.
   b. It helps one to get acquainted with other people. (d)
   c. It keeps young people out of mischief.
   d. It is necessary for mental and emotional welfare.

5. A person who looks on at an event such as a game is called a:
   a. spectator
   b. non-competitor
   c. competitor (a)
   d. lone wolf

6. Which of the following causes the largest number of serious automobile accidents?
   a. speeding
   b. bad weather (a)
   c. collision on curves
   d. poor vision

7. Which of the following causes more deaths in homes than any other listed?
   a. burns
   b. gun-shot wounds (c)
   c. falls
   d. poisoning

8. Very little or no rainfall causes:
   a. water pollution
   b. floods
   c. droughts (c)
   d. erosion

9. The part of the world with the greatest number of people is:
   a. South America
   b. Western Europe (c)
   c. the Far East
   d. North America

10. The population of Florida is about:
   a. 5 million people
   b. 10 million people (a)
   c. 7 million people
   d. 3 million people

II. Completion

1. (Florida) is the leading state in this country in the production of citrus fruits.

2. The northern states depend upon Florida in the winter to provide their (vegetables).

3. (Tourism) is Florida's major source of income.

4. To determine population, a (census) is made every ten years.

5. A nation that does not have natural resources and food to raise its standard of living is referred to as a ("have not") nation.

6. A person who travels for pleasure is a (tourist) .

7. A high birth rate and the lowered death rate, because of medical science, has helped cause a (population explosion) .

8. Most of the people in Florida live in (urban) areas.

9. An important mineral found in Florida and used in roads and building is (limestone).

10. Pitch, tar, and turpentine come from the pine tree and are called (naval stores) .

III. Matching: Select the correct alphabet to match the term and place in the space provided.

(e)	1. Demographer	a.	process of removing the salt from sea water
(g)	2. famine	b.	killer-disease
(c)-	3. fauna	c.	the animal life of the area
(k)	4. flora	d.	storing important resources for emergencies
(f)	5. tailgating	e.	a population expert
(a)	6. desalination	f.	following too closely another car
(m)	7. leisure	g.	mass starvation
(h)	8. pedistrian	h.	a person who is walking

(d) 9. stockpile

(b) 10. cancer

j. a drug

k. the plant life of the area

l. time to do required activities

m. free time

n. the way in which land was made by nature

FREE SOCIAL STUDIES MATERIALS
LISTED IN THE
EDUCATORS GUIDE TO FREE SOCIAL STUDIES MATERIALS

General Directions for Ordering this Material

1. Write your request on official school stationary, if possible.
2. Mention the Educators Guide to Free Social Studies Materials.
3. Be sure to make it clear that you are an official member of school or library staff such as Superintendent, Principal, Teacher, or Librarian.
4. The annotation is not a part of the title and is not to be included in your request.
5. If any item has an identifying number, be sure to include it.
6. Be sure to quote the titles exactly as listed. Request the materials several weeks before you plan to use them to provide time in which to plan their use. To insure the most extensive coverage of any given topic, always refer to the Subject Index.

SAMPLE LETTER OF REQUEST FOR MATERIALS:

Beaver Dam, Wisconsin
September 15, 1966

John Hancock Mutual Life Insurance Company
Mail Advertising Division C-2
200 Berkeley Street
Boston, Massachusetts 02117

Gentlemen:

We would like to secure the following free material as listed in the EDUCATORS GUIDE TO FREE SOCIAL STUDIES MATERIALS for use in our school:

PRESIDENTS OF THE UNITED STATES

Thank you for your cooperation in assisting us to enrich the curriculum of our school program.

Sincerely,

(Miss) Marie Berger
Teacher of Social Studies
(Name of School)

SOURCE INDEX TO FREE SOCIAL STUDIES MATERIALS

AMERICAN RED CROSS
These films may be obtained through your local Red Cross Chapter. Borrower pays the return postage.

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH
330 Seybold Building
Miami, Florida

ASSOCIATION FILM, INCORPORATED
Executive Offices
347 Madison Avenue
New York, New York

BROOKS INSTITUTE OF PHOTOGRAPHY
2190 Alston Road
Santa Barbara, California
Borrower pays the return postage. Can fill about 75% of all the requests. Book four months in advance.

BUREAU OF COMMUNICATION RESEARCH
267 West 25 Street
New York, New York
Borrower pays the return postage. Can fill all requests. Book three weeks in advance.

BUREAU OF MINES
United States Department of the Interior
Graphic Services
4800 Forbes Avenue
Pittsburgh, Pennsylvania
Borrower pays the return postage. These films are also available from approximately 200 non-commercial centers at leading libraries and colleges. Some of them make a service charge for handling. Can fill about 80% of all requests. Book at least two weeks in advance.

DEPARTMENT OF THE AIR FORCE
Address all requests for film to:
Air Force Film Library Center
8900 South Broadway
St. Louis, Missouri
Borrower pays the return postage. Book well in advance. The serial number as well as the title must be given in making requests for films.

FEDERAL RESERVE BANK OF ATLANTA
Bank and Public Services Department
104 Marietta Street, Northwest
Atlanta, Georgia 30303

FOOD AND AGRICULTURAL ORGANIZATION OF THE UNITED NATIONS
North American Regional Office
1325 C Street, Northwest
Washington, D.C. 20437
Borrower pays the return postage and insurance. Book at least four weeks in advance.

GENERAL MOTORS CORPORATION
Public Relations Staff, Film Library
General Motors Building
Detroit, Michigan 48202
Borrower pays the return postage. Book well in advance.

INFORMATION SERVICE OF INDIA
Embassy of India
2107 Massachusetts Avenue, Northwest
Washington, D,C.
Films are SHIPPED EXPRESS COLLECT. Borrower pays the transportation charges both ways. Book at least four weeks in advance.

INSURANCE INFORMATION INSTITUTE FILM LIBRARY
267 West 25 Street
New York, New York
Borrower pays the return postage. Can fill about 90% of all requests. Book three weeks in advance.

MODERN TALKING PICTURE SERVICE
3 East 54 Street
New York, New York
Films may be booked from the above address or from the exchange nearest you. Each exchange has an exclusive territory and you will be served by only one exchange.

PEPSI-COLA COMPANY
Attention: Mr. Frank Muniz
500 Park Avenue
New York, New York 10022
Borrower pays the return postage. Book at least one month in advance.

RADIO FREE EUROPE FUND, INCORPORATED
Film Request
Public Information Department
Two Park Avenue
New York, New York 10016
Borrower pays the return postage. Can fill all requests. Book one month in advance.

TENNESSEE VALLEY AUTHORITY
Film Services (Information Office)
Borrower pays the return postage. No admission charge may be made when these films are exhibited. If booked several weeks in advance requests can usually be filled.

UNITED STATES NATIONAL COMMISSION FOR UNESCO
Public Information Office
Department of State
Washington, D.C.
Borrower pays the return postage and must insure shipment. Book well in advance.

VOCATIONAL REHABILITATION ADMINISTRATION
Department of Health, Education and Welfare
Washington, D.C. 20201
Borrower pays the return postage. Can fill about 90% of all requests. Book two weeks in advance.